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ABSTRACT

An external evaluation was conducted to assess the model for infusing career education and liberal arts education developed at William James College (Michigan). The primary purpose of the evaluation was to assess the broad impact of the career education project on William James College (WJC) and to measure specifically the extent to which WJC accomplished its objectives. Student objectives focused on strengthening career decision-making skills and increasing the use of career education-related resources. Faculty objectives focused on increasing knowledge of career education concepts, especially in relation to liberal arts education, and increasing their use of career education-related teaching and learning strategies. Data was collected by interviewing both the faculty and randomly selected student samples at the beginning of the project and again at the end of the contract period. Not all contract objectives were accomplished at the levels originally intended, but results indicated that the faculty became clearer about the college's mission and some faculty became clearer about career education. Sixty percent of the faculty said they were using career education strategies more often, while forty percent said they were not (those 40% may have been using them before contract activities began). Modest but important indications revealed that students were more satisfied with their college experience over the last half of the contract period; however, there was too short a time span between the first and second student interviews to adequately assess change in student outcomes. Some general issues regarding transferability were identified along with the special features of the infusion model at WJC. (BM)

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FINAL EVALUATION REPORT

INFUSING CAREER AND LIBERAL ARTS EDUCATION
AT WILLIAM JAMES COLLEGE

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CONTENTS

CHAPTER I: INTRODUCTION AND GENERAL EVALUATION DESIGN 1

CHAPTER II: WILLIAM JAMES COLLEGE: ITS EVOLVING CONTEXT AND CHARACTER 11

CHAPTER III: CONTRACT-SPONSORED ACTIVITIES AT WILLIAM JAMES COLLEGE 19

CHAPTER IV: EVALUATION FINDINGS 22

CHAPTER V: SUMMARY, IMPLICATIONS AND TRANSFERABILITY OF THE MODEL 58

APPENDIX A: TIME 1 FACULTY INTERVIEWS

APPENDIX B: TIME 2 FACULTY INTERVIEWS

APPENDIX C: TIME 1 STUDENT INTERVIEWS

APPENDIX D: TIME 2 STUDENT INTERVIEWS

CHAPTER I

INTRODUCTION AND GENERAL EVALUATION DESIGN

INTRODUCTION

In the summer of 1977 Grand Valley State Colleges responded to an RFP (Request for Proposal) from the Office of Education. The request sought the development of a college as a model for infusing career and liberal education, for integrating career-related and liberal arts-related teaching and learning concepts. In addition, it was intended to initiate new activities in the college setting which promoted faculty's awareness of career education and understanding of how to integrate traditionally diverse educational approaches. The contract which the Office of Education (OE) awarded to William James College specified in considerable detail the major components which organized the project (see Figure 1). Included was an evaluation component to be subcontracted to an organization outside of William James College. FERA was chosen to be the contract's evaluators.

Evaluation can serve many needs, from description to judgment and from improvement to accountability. The primary purpose of FERA's evaluation was to assess in general the broad impact of the career education contract on William James College and to measure specifically the extent to which William James accomplished the objectives established early in the contract. These objectives were mutually agreed upon by WJC's contract committee and representatives of FERA. They are presented below in Tables 1 and 2.

FIGURE 1

ORIGINAL PROJECT TIMETABLE

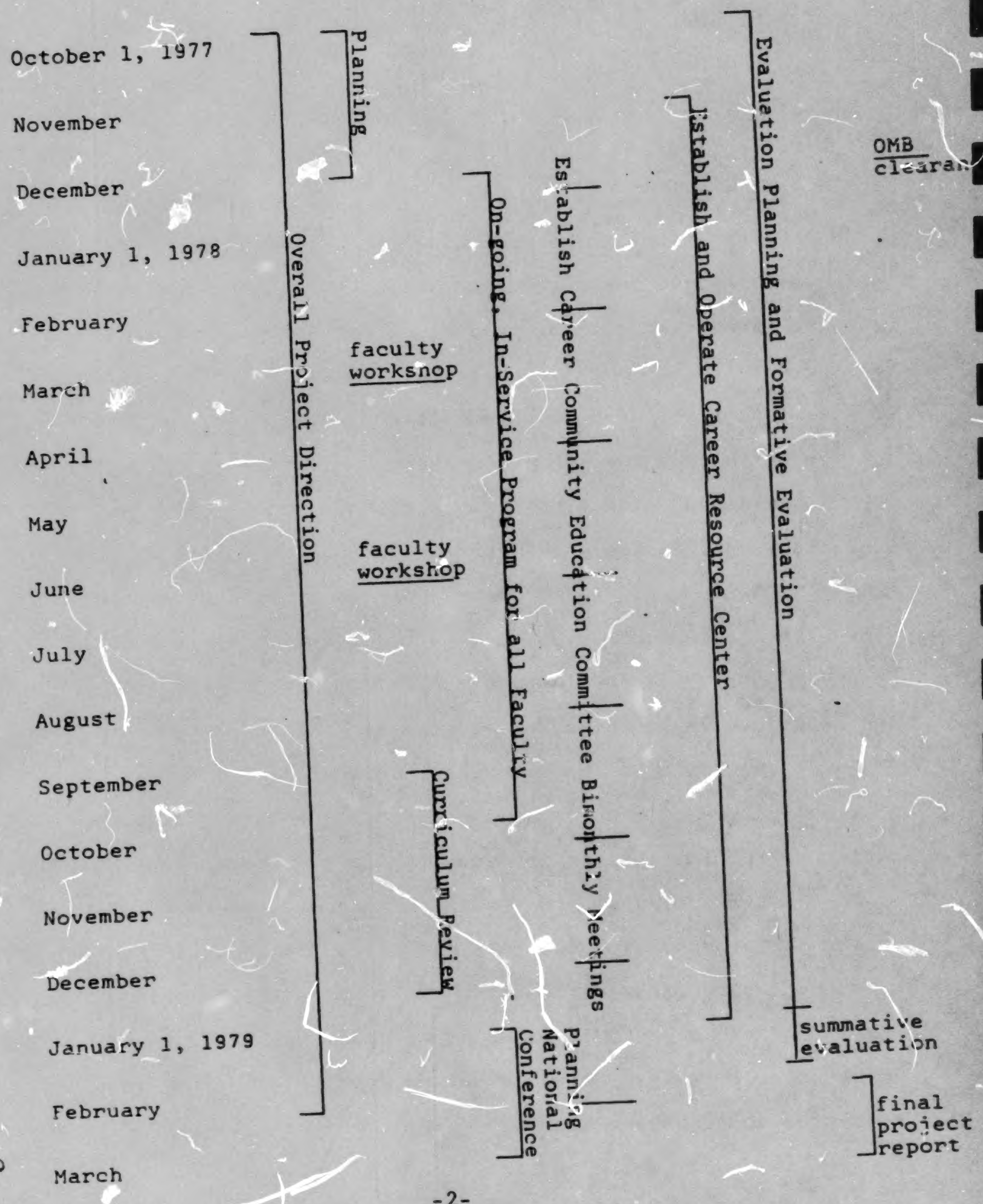


TABLE 1

STUDENT OBJECTIVES

Objectives	Data Source	Time of Measurement	Measure
1. Students will strengthen their career decision-making skills as a result of their exposure to selected elements of the career infusion model.	Students	May '78-Jan '79 Jan '79 (New Random Sample)	- Change in satisfaction with learnings at WJC (Longitudinal Sample using Learning Inventory) - Satisfaction with learnings, especially in career development areas (Random sample using Learning Inventory) - Self-assessment of preparedness for career - Delineation of factors relating to preparedness
2. Students will be able to critique their WJC experience in a personal context as it contributed to their own career and academic development	Students	May '78-Jan '79	- Articulation of WJC's strengths and weaknesses in context of personal needs
3. Students will understand what liberal arts at WJC means and how it relates to career and life goals	Students	May '78-Jan '79 (Longitudinal Sample) Jan '79 (New Random Sample) Jan '79	- Articulation of what career education in liberal arts context means to student - Evaluation of the WJC experience as it relates to career and life goals
4. Students will be aware of and utilize WJC resources to facilitate career choices (Not measured by FERA)			

TABLE 2

FACULTY OBJECTIVES

Objective	Data Source	Time of Measurement	Measure
1. Each faculty member will learn more about career education concepts as may be applied to liberal arts teaching and learning at WJC	Faculty	Feb '78-Jan '79	- change in definition/understanding of career education - factors affecting change - outcomes - satisfaction with outcomes
2. Each faculty member will assess his or her faculty responsibilities and activities in light of increased knowledge of career education concepts and techniques	Faculty	Feb '79	- self-assessment in faculty role regarding liberal arts and career education: Change in attitudes toward 1) teaching 2) advising 3) internships 4) community contacts - perceived changes in faculty in general - perceived changes in students
3. Faculty will use career education-related teaching and learning strategies more frequently	Faculty	Feb '78-Jan '79	- Career-related Activities Inventory to assess changes in use of relevant teaching and learning strategies - Report of use of additional new activities not included in inventory
4. The college will adopt a statement specifying student competencies which are expected to result from the implementation of career education concepts and techniques in William James College (Not measured by FERA)			

A second evaluation purpose was to provide information during the contract that was useful to the college in the development and improvement of the program. To do this FERA assessed specific aspects of the program early in the project period and reported them to college officials at times which were useful in their programmatic decision making.

Considering the evaluation as an organic element of the project, FERA coordinated its activities with the project leaders at all stages of the evaluation. We sought their approval on both the research design and the faculty and student interview instruments so that the information we received would be consistent with their needs. In addition, we made every effort to accommodate special evaluation interests as they developed. During the evaluation planning phase, FERA used the continuua presented in Figure 2 to clarify both the evaluation's purposes and approach with the contract committee. From these formative discussions, we developed five basic research questions which were intended to guide the evaluation. They were:

1. To what extent have the major objectives of the OE contract been met?
2. In what ways have the objectives been met?
3. In what ways has the learning environment changed for students?
4. How do students react to the quality of these changes?
5. In what ways have student and faculty attitudes toward career education changed as a result of the contract?

Because of time limitations, the evaluation did not answer all these questions. This report discusses findings related to

FIGURE 2

CRITICAL CHARACTERISTICS OF EVALUATION PROJECTS

PURPOSES

FORMATIVE (To Improve the Program)	↔	SUMMATIVE (To Judge the Program)

SCOPE OF THE EVALUATION

SINGLE COMPONENT (E.g., Cognitive Growth)	↔	COMPREHENSIVE (Across All Components of the Program)

TIME FRAME

MOMENTARY (One-day Interview)	↔	LONGITUDINAL (Across Entire Academic Year)
RETROSPECTIVE (How It Happened)	↔	PROSPECTIVE (Where It Is Going)

REFERENCE POINTS

COMPARATIVE (Student Growth in Old vs. Growth in the New)	↔	ABSOLUTE (Characteristics of an Ideal Student)

DESIGN AND IMPLEMENTATION

CONDUCTED INTERNALLY (Within Department)	↔	CONDUCTED BY EXTERNAL PARTY (Outside Researchers)

METHODOLOGY

INSTRUMENTED (Quantified Information)	↔	OPEN-ENDED (Qualitative Information)

FEEDBACK

ORAL (Workshop Presentations)	↔	WRITTEN (Formal Reports)
ASSESSMENT (Summarize Evaluative Data)	↔	PRESCRIPTIONS (Provide a Series of Recommendations)

questions 1, 2, and 5. Answers to questions 3 and 4 require more time than the contract period allowed.

When the contract committee agreed with the focus of the evaluation which the questions defined, we then refined the project objectives. This process was very time consuming. On the one hand, the Office of Education requested WJC to develop objectives which focused on changes in faculty and students resulting from the contract. On the other hand, the WJC contract committee viewed their responsibilities primarily in terms of developing and implementing activities which would strengthen the college. Therefore, defining learner-oriented objectives required lengthy and intense conversations in which FERA was also very active. The products of these efforts are presented in Tables 1 and 2. These faculty and student objectives represent what the staff hoped would happen. FERA and the OE committee divided responsibility for assessing the objectives. In this report we discuss our findings related to the assessment of faculty objectives 1, 2, and 3 and student objectives 1, 2, and 3.

GENERAL EVALUATION DESIGN AND LIMITATIONS

After identifying research questions and objectives we sought to understand what conditions existed in the college before the contract began so that we could compare them with post-contract conditions. Then we determined what data collections were necessary to meet the purposes of the evaluation.

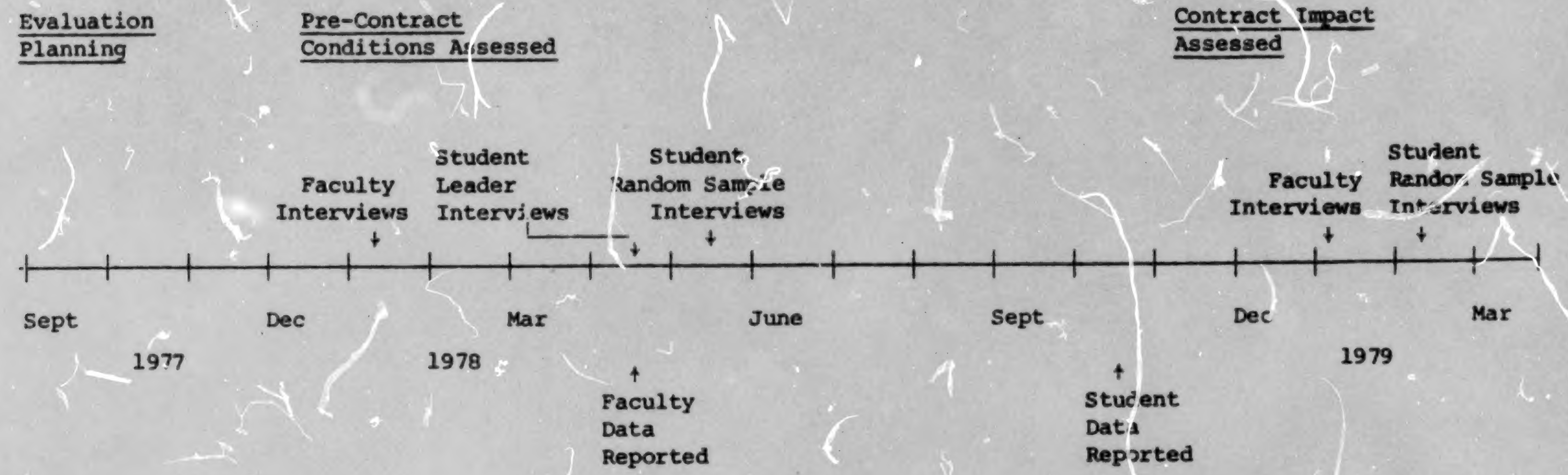
These included two interviews with faculty, the first conducted in February 1978 and the second in February 1979. In addition, two different randomly selected samples of WJC students were interviewed, first in May 1978 and then in February and March 1979. Interviewers were specially trained WJC work study students. The data collection scheme is presented in Figure 3 below. (Faculty Time 1 and Time 2 interviews are presented in Appendices A and B. See Appendices C and D for student Time 1 and Time 2 interviews respectively.)

A few problems constrain our interpretation of the evaluation's findings. First, the project design involved both faculty and student assessments. It allowed time between assessments to measure faculty change adequately but not student change. While there was a full year between faculty Time 1 and Time 2 interviews, there were only eight months between student interviews. This included only one full enrollment term for students. As a result, we consider the student component of the evaluation to be only the beginning of a process which requires much more time to determine the many ways the contract activities have affected student performance.

Another constraint in interpreting the evaluation findings is our inability to attribute change to the activities of the contract itself. Contract-sponsored activities were only a part of what occurred at William James during the contract period. The research setting allowed no opportunities for us to control for these everyday effects or to compare them with the effects of the contract. Therefore, our approach has been to view the

FIGURE 3

GENERAL EVALUATION DESIGN


Evaluation Planning
Pre-Contract Conditions Assessed
Contract Impact Assessed
Faculty Interviews
Student Leader Interviews
Student Random Sample Interviews
Faculty Interviews
Student Random Sample Interviews
Sept
Dec
Mar
June
Sept
Dec
Mar
1977
1978
1979
Faculty Data Reported
Student Data Reported

situations as a case study, to understand the evolution of the college before and during the contract, and to rely on faculty and student self-reports in order to connect the contract's effects with individual and organizational changes. The strength of this approach has been that it allowed us as much as possible to capture in the faculty's and students' own words and terms their experience with developing the model. Our hope has been that this would still be a profitable way for others to learn from WJC's experience.

CONTENTS OF THE REPORT

The remainder of this report describes the setting in which the integrated career and liberal arts education model has evolved, the major contract-sponsored activities, the findings from the evaluation and the implications for other institutions who are interested in considering such a model. The topics above are found in the following chapters. Chapter II describes the unique setting in which the model has evolved. Chapter III presents the major activities at William James which the contract sponsored. Chapter IV discusses the findings of FERA's evaluation related to the contract's objectives. Finally, in Chapter V, we discuss the implications of our findings for William James and offer some considerations for other institutions interested in using the integrated model of career and liberal arts education which William James College has developed.

CHAPTER II

WILLIAM JAMES COLLEGE: ITS EVOLVING CONTEXT AND CHARACTER[1]

WJC's initial willingness to contract with the Office of Education to develop the "career infusion model" has been influenced by both its own character and the educational context in which it exists. This chapter describes these two elements so other colleges considering adopting the model, described in Chapters IV and V and in project documents, remember that it has evolved under special circumstances. WJC is not a typical liberal arts college

William James is located in a three-county area in west-central lower Michigan. This area lacked a public four-year college until Grand Valley State Colleges was established in 1960. The population area is the second largest in Michigan, and the manufacturing industry of Grand Rapids attracts many workers and business people. The region includes nine private colleges, eight of which are church related. Grand Valley is located about eleven miles outside of Grand Rapids, so most students are able to commute quite easily.

"Willie J.", as it is affectionately called by many students and faculty, is one of seven cluster colleges at Grand Valley State Colleges (GVSC). Pedagogical styles and educational mission distinguish the four undergraduate cluster institutions. The College of Arts and Sciences is the largest and most diverse of these colleges. Broad academic leadership and resource allocation are central administration functions, as are the development and control of student services and academic support facilities such as the library. The individual colleges control curricular matters. The cluster college notion promotes close student-faculty relationships, stimulates different approaches to education and also demands extra energy and resources at a time when the number of students is declining and the size of appropriations is contracting.

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[1] This chapter is impressionistic. Information has been synthesized from reports, college documents and interviews with project staff and faculty.

WJC was born in the early seventies. "Alternative" and "non-traditional" were key notions then and linger now as superficial stereotypes for defining the college. WJC's conception responded at that time to student needs for more flexibility, control and responsibility, and to faculty needs to be more student centered. It was created at a time of increasing demand, especially in this particular geographical area, for postsecondary education. Now, the college faces a period of decreasing demand from students for the "non-traditional" and increasing demand for an education with a career payoff -- something that is immediately applicable to their everyday needs as wage earners.

From the start, William James College was, in fact, an alternative to the traditional. But the alternative was not the liberal arts dressed in different clothes. Although WJC was roughly articulated, inconsistently understood, and unevenly applied, its faculty and Dean had a vision of knowledge as action-in-the-world, especially the public world. They wanted students' self and societal understanding to be worked, reworked and built into values and skills which were applicable to their everyday lives as well as to the issues facing contemporary society. They felt a commitment to develop a college which, through its faculty, curriculum, pedagogy and the nature and sequence of the students' experience, would link thought and action. Thus, interweaving the liberal arts with vocational preparation was a conscious goal, not an afterthought.

This general rubric of career/liberal education, plus a non-traditional educational process, attracted diverse students and faculty. More WJC students are in their late twenties and over thirty than in most liberal arts colleges. Many students come from the Grand Rapids area, commute to school, stop in and stop out of the educational process, and are from working class backgrounds. There are about five hundred students, and many of them transfer from local community colleges. The student experience, then, more often than not, is part time, non-residential, discontinuous, and shorter than four years.

WJC's faculty are young. The mean age is thirty-seven and only one member is over forty-five. One-fifth, five of twenty-five, were recruited because of their vocational expertise -- e.g., video, social work, urban planning -- and commitment to the college's approach to education. Some faculty have Ph.D.'s, others do not. While there is some division between the liberal arts faculty and applied faculty, the underlying unity of purpose has prevailed.

The curriculum at WJC is a challenge to describe. It is not a standard set of courses, organized into disciplines and offered more or less unchanged year after year. Rather, it is a fluctuating number of courses, with trans-disciplinary content, adapted year to year to changing faculty and student interests, and organized into four concentrations (Arts and Media; Computers and Management; Social Relations; and Urban and Environmental Studies). The "curriculum" also includes an emphasis on project work and internships available through the four concentrations. Student learning through "concentrations" is balanced by the Synoptic Program. It provides courses and other learning opportunities which help the students integrate their educational experiences; it offers a humanistic perspective on life and work and fosters critical thinking.

The curriculum becomes meaningful and coherent through the advising system, student milestone statements or plans of study. The system at its best is designed to help students clarify their values and aspirations and develop study plans. These become their personal graduation requirements within the general requirements of the college and the concentrations.

In addition to describing WJC's purposes, its students, faculty, and curricula, we want to comment on three additional college characteristics which deserve attention. These might be labeled 1) the desire to breathe deeply, 2) attention to process, and 3) the fear of flakiness. We touch on them only briefly to provide some sense of recent concerns and issues.

A Desire to Breathe Deeply. WJC faculty have been on a roller coaster since the college began. They had a new educational philosophy to implement, new courses to conceptualize, new administrative procedures to create, new organizational policies to pull together, individual students to teach and advise in a personal way, new faculty to accept year after year. GVSC enrollments started to decline. Faculty positions were jeopardized. Whew! We sensed a desire to force the roller coaster to stop. Faculty wanted a chance both to gain perspective and to refine their approach.

The roller coaster ride was all the more strenuous because of an attention to process. WJC adheres to frequent public and corporate debate on most any issue affecting the college. The governing Council, including administrators, all faculty, and fifteen students, debate and decide all major policy issues. Thorough consultation and consensus are important norms. While organizational divisions of responsibility have emerged, the college continues to value open, participatory processes.

The fear of flakiness is another issue at WJC. One senses pride in the informality of faculty-student relations, in the relaxed tenor of the place, in the come-and-go informality of the Council, and in the mascot's free rein of Lake Superior Hall. Balancing this, faculty also feel a growing concern to establish a new legitimacy, to define what rigor means in the William James context, and to consolidate the college's first years of experience and move ahead.

A desire to breathe deeply coupled with a fear of flakiness provide conditions receptive to the OE Contract. William James College was already dedicated to knowledge-as-action-in-the-world and then was offered the chance to reflect on and infuse career and liberal education. Could it ask for more? If anything dampened early enthusiasm for this work it was the lack of attention to process through which WJC committed itself to the OE contract and the energy drain it had the potential for creating. Reflection and improvement are demanding processes.

The way the college responded to the Office of Education's RFP is important to review because it colored the faculty's early reactions to the contract. In the summer when college faculty were gone, GVSC's development officer became aware of the Office of Education's RFP. He contacted Dean Tinsley who in turn invited key WJC faculty still in the area to help work on the proposal. Thus, the proposal's development was hardly a grass roots effort. Circumstances did not conform to the typically thorough and lengthy debates which the faculty and students expect to precede major college decisions. The contract, then, was a graft, not an outgrowth.

Nonetheless, it was a successful graft. Early in the contract we asked faculty respondents what they considered to be the positive and negative implications of the contract for William James. For positive implications, faculty named what they felt were the fundamental needs of the college:

- discussion among faculty of the college's focus, its goals and purposes
- definition of the role of liberal arts at WJC

- curriculum analysis according to programmatic needs; curriculum improvement
- expansion of useful community contacts to help guide curriculum evaluation and provide student internships
- additional resources for planning and improvements
- enrollment increase
- extended visibility for the college

FERA asked also about negative implications in order to understand the depth of faculty concerns and the extent of resistance to contract requirements. Faculty were mostly concerned about the increased time demands imposed by the contract as well as the role of the liberal arts at William James, particularly if "career education" became defined too narrowly. This latter concern highlighted what a number of faculty perceived as a schism between those whose background and teaching were more vocationally/technically focused and those whose background was more theoretical, i.e., practitioners and academics. Some feared that this split might be counterproductive to strengthening the career education/liberal arts infusion model. While many acknowledged the diversity among faculty, few reported concern that this would hinder discussions about the college's mission. Finally, some negative repercussions had already been felt because three popular faculty members received released time to serve as primary organizers for the duration of the contract. Some students complained; some were reported to have dropped out as a result. Although we cannot know how extensive this last effect was, we did realize the impact such a contract can have on a small faculty already heavily committed to a range of responsibilities.

FERA's impression from the first round of interviews was that there was some natural skepticism among faculty about the value of the contract. Nevertheless, the overriding attitude seemed to be enthusiastic and receptive. Many faculty came to William James because they enthusiastically supported its philosophy of combining career and liberal arts education in an integrated, purposeful curriculum. They seemed to perceive the contract as an important opportunity for William James to clarify that philosophy and strengthen the college's offerings.

As background for understanding the effects of the OE contract, we have tried to describe the evolving context and character of William James College. Also, faculty attitudes toward the contract early into implementation have been discussed to demonstrate the faculty's underlying receptivity to its activities and obligations. Before assessing the extent to which the goals of the contract were achieved, we want briefly to describe its major components.

CHAPTER III

CONTRACT-SPONSORED ACTIVITIES AT WILLIAM JAMES COLLEGE

The purposes and general character of William James College form the backdrop for testing the infusion approach of combining career and liberal education. The Office of Education's intent of this approach was to create a college in which liberal arts and career education were synthesized into a new model of education. The thrust of the approach was primarily to work with faculty, exposing them to new ideas and techniques. This chapter describes WJC's activities under the OE contract.

Three main components shaped the activities of the contract. The first was a series of faculty workshops and seminars. Early in the contract, these provided a forum for faculty to discsus philosophical issues. Later in the contract they allowed faculty to focus on more practical, college-related concerns and to begin the process of change in the classroom. The included topics like the following:

Seminars:

- "Issues: Career Education, the Liberal Arts and Contemporary Society"
- Teaching and Learning at William James College: Is it Career Education?
- "A Person's Eye-View of Career Development Education and Enactment," by Dr. David W. Tiedeman
- "Education and Vocation"
- Review of the Curriculum
- The Teaching of Writing
- Course Improvement Seminars

Workshops:

- The WJC Internship Program
- The WJC Advising System
- The Prospect House Program: Its Connection to the Community and Career Education
- The New Career Resources Center
- Teaching and Vocation
- Expected Student Outcomes from the WJC Infusion Model

The second component was the outreach effort. This was an attempt both to increase the college's visibility in the community and to involve community members on advisory committees organized according to WJC's major curricular divisions. Ranging from six to ten participants, the committees included community resource persons and WJC faculty members. Their functions were to advise on curricular matters, analyze job market forces, and create internship possibilities for students. In addition, the committees provided the opportunity for members of the professional community to serve the college and at the same time to communicate and think creatively with other professionals in related fields. They could discuss the kind of career information and skills which WJC students should acquire in order to develop careers in their chosen fields.

The last component involved development of the Career Resources Center. An attractive, colorful, well-furnished office, the Center houses valuable career-related information: general career development texts, interviewing and resumé writing guides, specific job descriptions, and much more. Both the Center's atmosphere and organization of materials invites students to explore their career interest there and will become with time central to the career education which WJC offers.

27

These three components have shaped the major activities of the contract. They were viewed in the contract as interrelated parts of an approach to create a college which thoughtfully incorporated career and liberal educational ideas and activities into its philosophy of education and daily educational endeavors.

CHAPTER IV

EVALUATION FINDINGS

This chapter presents the results of FERA's evaluation. It focuses primarily on the extent to which the faculty and students have achieved the objectives (see Tables 1 and 2) defined by the contract committee early in the project period. In evaluating achievements during the contract, we have attempted also to determine the contract's impact -- that is, the progress that is attributable to activities initiated by the contract itself. This has been a more difficult task, first, because impact is always very difficult to prove, and second, because FERA has had no involvement in the contract's activities themselves. We will, nevertheless, make some inferences, necessarily conservative, where we think the likelihood is great that the contract itself has affected some aspect of the college.

Before beginning, the reader must remember that the contract's primary focus has been on faculty development. While students will be the eventual benefactors, the contract's activities have involved mostly faculty. As a result, we have emphasized findings related to faculty more than to students. An evaluation extended over a longer time would yield more information on how and to what extent faculty changes have affected students.

ACHIEVEMENT OF FACULTY OBJECTIVES

The findings presented in this section result from data collected in two faculty interviews. FERA representatives interviewed all available faculty at both Time 1 and Time 2 interviews. The number of respondents both times was twenty-three. Most faculty participated in both interviews. A few were on sabbatical at Time 1 or Time 2, and a few were new to the college at Time 2. Thus, they participated in only one interview.

OBJECTIVE 1:

"Each faculty member will learn more about career education concepts as may be applied to liberal arts teaching and learning at WJC."

Because William James has not developed a list of career education "concepts" that are applicable to teaching there, our analysis has focused instead on faculty learning and understanding about career education in general. This contract objective has been to expose faculty both to styles of thinking about career education and techniques for presenting career-related information that are appropriate to the purposes of the college. Therefore, the essence of the objective is for faculty to understand better what career education is when it is integrated with liberal arts education.

FERA sought information regarding the extent to which this objective was achieved during the contract in several ways. We asked faculty 1) to rate the extent to which the contract has increased the clarity of what career education means at WJC; 2) to assess whether their own understanding of career education had changed during the contract; and 3) to define what they meant by "career education at WJC". We asked the first two questions in the Time 2 interview; for the third we compared Time 1 and Time 2 responses to determine substantive changes in definition.

We asked all faculty respondents to complete an inventory of outcomes to indicate the extent to which they thought each outcome had been achieved in general as a result of the contract. (See Appendix B, Sheet B, Item b. See also Table 7 for means and frequencies to all items in the inventory.)

Q. To what extent has the contract ... increased clarity to faculty of what career education means at WJC?

	N	%
Not at all	0	0
Not much	1	4.8%
Some	14	66.7%
A great deal	6	28.6%

All but one respondent felt that the clarity of career education has increased at least to some extent.

Asked the extent to which their own understanding of career education has changed during the contract period, most responded "not at all" or "not much". All of these felt they knew what it meant and had been providing it at WJC. Many of these respondents held professional jobs in the field about which they are now teaching. Those who said "some" or "a great deal" reported that activities initiated by the contract helped them broaden their understanding of what integrating career and liberal arts education means at WJC. Some who had primarily a traditional liberal arts background reported feeling more comfortable about encouraging specific career skill development for their students.

Q. We are interested in the extent to which your understanding of career education has changed during the contract period. Would you say it changed:

	N	%
Not at all	9	37.5%
Not much	7	29.2%
Some	7	29.2%
A great deal	1	4.2%

From responses to these two measures, it appears that each faculty did not learn more about career education. We must note that the key word is "each". Not all faculty needed to learn more about career education. We did find that the meaning of career education became clearer for those who had a more limited understanding of it. One respondent analyzed the impact this way: "Not much change in the understanding of career education has occurred because we had been doing what this contract is about since we have been a college. The contract helped us to do those things better."

Our analysis of definitions of career education which respondents gave in both Time 1 and Time 2 interviews supports the point that the contract's activities have helped to strengthen the college's offerings and clarify its purpose, not change it. Comparing individuals' Time 1 and Time 2 definitions of career education, we found that few changed the emphasis of their answers. At Time 1 more respondents discussed two possible definitions of career education: job skills or life skills; they preferred the latter. In addition, they used particular "catch words": "vocation" and "lifelong learning", for example. In the second interview no such distinctions were made. While many mentioned skill development as an aspect of career education, almost all emphasized the importance of helping students develop a range of skills.

We assume these answers reflect the process and progress of conversations about what career education is. Early in the contract period, faculty discussed what it is for WJC and what it is not. Later in the contract period, they seem to have achieved a greater clarity, an increased facility in expressing what it means. While their emphasis may vary, almost all seem to have agreed upon what it means at WJC. According to respondents' definitions, we found only two of twenty-three faculty who emphasize job skills primarily.

In addition to the meaning of career education, we also asked faculty to define liberal arts education at WJC. Most felt they could not distinguish the two. Because there were so many respondents and so many complementary perspectives, we are listing below for interested readers examples of how faculty define a college education which integrates the career and liberal arts themes:

- developing a sense of Vocation: life's work associated with the theme of learning to learn and integrating life and work
- integrating facts and information with processes like decision making, planning, problem solving, application
- combining work skills with adaptability skills
- learning basic skills which can be applied in many types of disciplines
- developing a broad understanding of the world -- history, ethics, aesthetics, different cultures, social understanding
- integrating person-centeredness, career-directedness and future orientation
- translating the discipline into practical use
- developing a holistic vision, a unity between what one thinks and feels and how one earns a living. Work is an expression of the self.
- developing survival techniques: marketable skills and human being skills, awareness of one's role in society, a historical and cultural perspective
- giving foundation to communicate intelligently to get desired job, developing the language of the profession
- bringing important inquiry into the liberal arts class, talking about lives
- developing communication skills in order to participate in society
- learning how to use resources, how to analyze organizational structures
- entry level skills (at the bottom of the list!)

OBJECTIVE 2:

"Each faculty member will assess his or her faculty responsibilities and activities in light of increased knowledge or career education concepts and techniques."

We begin the report on our evaluation of how well and to what extent this objective was achieved with an important consideration. That is, not all faculty reported "learning more" about career education under Objective 1. Therefore, assessment of faculty responsibilities and activities has not necessarily been made "in light of increased knowledge".

We consider involvement in the interviews which required reflection on responsibilities and activities as one way faculty met the objective. This section discusses how respondents assessed their activities and reports the impact they perceived the contract to have had on their faculty responsibilities.

In the Time 1 interviews, we asked whether career education activities were easily incorporated into the faculty's teaching because we wondered particularly whether those teaching primarily theoretical or traditional academic classes had difficulty making the classes practical. All faculty said career education activities were easily incorporated. We found no barriers to the notion of integrating the theoretical and practical. Many classes at WJC have always been skill oriented. Faculty teaching those that are not skill oriented mentioned that they focused on problem solving, teaching about people, combining abstract education and personal experience, and relating class work to broader issues, for example.

In the Time 2 interviews we asked faculty whether any of the activities initiated as a result of the contract affected their teaching, primarily, and their other faculty responsibilities -- advising, involvement with internships and interaction with community representatives. Table 3 presents the scale frequencies for the question: "To what extent has the contract affected your 1) teaching, 2) advising, 3) involvement with internships, and 4) interaction with representatives of community organizations?"

TABLE 3

FREQUENCIES ON CONTRACT IMPACT

	A lot	Some	Not Much	Not at all
Teaching	3	13	4	3
Advising	4	7	7	4
Involvement with internships	3	9	5	5
Interaction with representatives from the community	7	5	5	3

TEACHING

Faculty reported that the contract had a moderate impact on their teaching. The sixteen who felt the impact was either "a lot"or "some" were asked how the contract affected their teaching. Respondents' answers covered a range of reasons. Mentioned most was,"It helped me develop a clearer conception of what I am doing in the classroom, what my goals are, what my reasons are for certain approaches." Also mentioned were, "It gave me the opportunity to think more about my teaching and about integrating career and liberal arts education, about sharing ideas about teaching with other faculty, about using new methods which support the infusion model more effectively." Those faculty who felt the contract had little or no impact said they were continuing to do what they always had in the classroom. Some felt they were doing it better.

We also asked whether faculty were doing different things -- using new strategies or new materials, applying new principles in the teaching/learning situation. Twelve said they were and eight said they were not. Different faculty reported using a range of strategies in their teaching. Some felt they were more aware of integrating academic and career perspectives. Others assigned to students projects which simulated real-world work or required analysis of a problem and application of a solution. Some presented different viewpoints, different ways of looking at a situation or a problem. Some focused more on writing and other communication skills.

Finally, to help meet the objective of faculty assessing their teaching activities, we asked what each considered particularly effective for helping students integrate career and liberal arts education in his/her course. Again, responses reflected the diversity of course content and focus as well as skill emphasis. Faculty mentioned most "using real problems in the classroom," "emphasizing the relationship between the general and particular," and "discussing various perspectives on a given issue." Several faculty valued class projects, some of which required students both to work together in analyzing a problem and also to seek information from professional sources outside the college. Some felt discussing the historical or social relevance of technical or practical learnings was very effective. Several faculty also emphasized the value of helping students develop both analytical and communication skills. They reported giving frequent but brief writing assignments and asking students to critique a theory or a solution that has been applied to a particular problem.

ADVISING

At the beginning of the contract, the contract committee informed us that advising was one of the college's weaknesses. Therefore, we were interested to see whether faculty felt their advising had improved as a result of the contract. Their responses were mixed (see Table 3, see also Table 7, item k for general faculty assessment of advising). Some (N = 4) felt their advising improved "a lot" while some (N = 4) were not affected at all. More faculty felt their advising was affected "some" (N = 7) or "not much" (N = 6) Faculty who said their advising was not affected at all reported that they were "already conscientious". We had no student evaluations of their advisors; however, Time 1 student responses confirmed that faculty advising needed improvement. Time 2 student responses indicated some improvement had occurred during the contract period.

We wanted to know what aspects of the contract faculty felt were particularly useful for improving advising. Most felt that establishment of the Career Resources Center would over time be the greatest aid to faculty advising. Reporting on the value of the faculty workshop on advising, some felt that activity helped them to review student milestone statements more constructively. Some reported that the workshop informed them more about other faculty members' areas of expertise and that they could therefore refer their advisees to others more confidently.

INTERACTION WITH REPRESENTATIVES OF COMMUNITY ORGANIZATIONS

The area in which faculty felt the contract had the greatest impact was their interactions with members of the community who could help link WJC more closely with the Grand Rapids area. Seven respondents felt the extent of impact was "a lot", and five reported "some" impact in this area. Eight faculty reported not much or no impact at all.

The primary factor in this effect was that several faculty served on advisory committees. These brought faculty together with professionals from the community primarily to review curricula and advise on skill requirements in different professions. Those faculty who mentioned serving on their program's committee felt community professionals offered valuable skill advice, assisted in curriculum design and provided valuable job opportunities or job contacts for students. They reported enthusiastically the importance of these outside contacts for William James in general and the personal value of learning more about career opportunities and skill requirements in their program area.

OBJECTIVE 3:

> "Faculty will use career-related teaching and learning strategies more frequently. They will provide new conceptual material regarding career education, clarify teaching strategies in general and develop strategies for delivering career education."

To some extent Objectives 2 and 3 overlap. We reviewed in the discussion of Objective 2 how many faculty reported doing different things in class because of activities related to the contract. We also indicated what those changes were. In addition, we revealed what teaching strategies faculty consider to be particularly effective in helping students integrate career and liberal arts learnings. Attempting to measure frequency of use, we developed for both interviews an inventory of career-related activities which faculty might use in their courses. Each respondent was asked to check whether he/she had used each activity. In the Time 1 interview, respondents reported whether they used the activity in the winter term 1978. In the Time 2 interview, respondents checked whether they used the activity in the spring and fall 1978 terms.

Our case-by-case review of what activities were used over time by those who completed both Time 1 and 2 inventories showed that the contract had no significant impact on the frequency with which faculty used these career-related activities. Some faculty used more activities over time (usually only one or two); some used less; some did not change. Looking at aggregate use of these activities (see Table 4), we found that the increase in faculty assigning individual research projects related to the student's career interests was greater over time than for any other listed activities.

In addition to asking faculty to report use of these activities, we also asked them to choose the three they considered particularly effective in helping integrate career awareness in the classroom setting. Table 5 presents their assessments. Ten faculty rated highest "discussions with the student regarding his/her career in /the faculty member's7 general career area." The next most favored was "teacher-assigned individual research projects related to the student's career interests." Tied as third most effective were: "discussion of how the course relates to various careers," "classroom exercises to improve communication skills," and "practica (i.e., internship-like experiences) required as part of course credit." These favored activities are complementary and together would effectively support the concept of career and liberal arts education as it is defined at WJC.

ADDITIONAL QUALITATIVE ACCOMPLISHMENTS

The faculty objectives outlining accomplishments which the college's contract committee sought early in the contract period can be viewed both quantitatively and qualitatively. Our evaluation attempted to provide both types of measures in order to reveal the progress which William James faculty made during the contract period. As we have discussed, the objectives

TABLE 4

AGGREGATE USE OF CAREER-RELATED COURSE EXPERIENCES
BY TERM (N =15)

		Used Winter 78	Used Spring 78	Used Fall 78	Not used at all
a.	individual assignments requiring contact with a community organization	10	8	9	2
b.	Teacher-assigned individual research projects related to the student's career interests	8	10	12	1
c.	Outside speakers who are professionals in the field	10	7	8	1
d.	Field trips to local businesses, service organizations, etc.	5	4	6	4
e.	Discussion of how the course relates to various careers	13	14	13	0
f.	discussions with the student regarding his/her career potential in your general career area	13	11	13	0
g.[1]	Student team efforts on class assignments	-	12	10	0
h.	Classroom exercises to improve communication skills	-	12	12	0
i.	Co-teaching with professionals, business persons, etc., in the community	-	1	1	0
j.	Practical (i.e., internship-like experiences) required as part of course credit	-	4	6	0
k.	Use of case study method in courses	-	7	8	0

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[1] Items "g" through "k" were not included in the Time 1 inventory.

12

TABLE 5

ACTIVITIES SELECTED BY FACULTY AS MOST EFFECTIVE

(N = 23)

	N	%
Discussions with the student regarding his/her career potential in your general career area	10	43.5%
Teacher-assigned individual research projects related to the student's career interests	7	30.4%
Discussion of how the course relates to various careers	6	26.1%
Classroom exercises to improve communication skills	6	26.1%
Practica (i.e., internship-like experiences) required as part of course credit	6	26.1%
Individual assignments requiring contact with a community organization	5	21.7%
Field trips to local businesses, service organizations, etc.	4	17.4%
Student team efforts on class assignments	4	17.4%
Outside speakers who are professionals in the field	1	4.3%
Co-teaching with professionals, business persons, etc., in the community[1]	0	

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[1] Done only by a few faculty at WJC.

13

which were evaluated quantitatively were not achieved. That is, in those which required each faculty to learn more or assess something in light of new knowledge, the objective was not achieved by all. Those findings should not, however, obscure the qualitative gains. We will use faculty responses to illustrate these.

We asked faculty at the end of the Time 2 interview what each thought were the three most significant outcomes of the contract. Table 6 presents their responses. Almost half felt the contract provided the "opportunity for faculty to talk more cohesively about the college" and to increase the clarity of WJC's purposes. Also mentioned frequently were the establishment of the Career Resources Center and the faculty seminars and workshops which were the vehicle for collective discussions.

We also wanted to know specifically in what ways faculty felt students benefitted by the contract. Mentioned predominantly was the Career Resources Center where students can go for a range of materials on resumé writing, career goals clarification, job opportunities, and much more. Faculty also felt the contract had helped to improve both the internship program and advising and to increase community contacts, making job-getting in the Grand Rapids area easier. They hoped that the long-term value of the contract experience for students would be to help them understand better what William James College's purposes are and why the infusion of career and liberal arts education is valuable.

TABLE 6

SIGNIFICANT OUTCOMES OF THE CONTRACT MENTIONED BY FACULTY

(N = 23)

	N	%
Opportunity for faculty to talk more cohesively about the college	10	43.4%
Increased clarity of WJC's purposes	10	43.4%
The Career Resources Center	7	30.4%
Workshops and seminars	7	30.4%
Clearer definition of the curriculum, teaching goals, career/liberal arts infusion	3	13.0%
Improved advising	3	13.0%
Expanded community contacts	3	13.0%
Advisory committee involvement	3	13.0%
Improvement of the physical plant	2	8.7%
Increased collegiality and shared views	2	8.7%
Time to consider shared teaching problems	1	4.3%
The national conference	1	4.3%

Having asked at the end of the Time 1 interview what faculty hoped the contract would help accomplish for both faculty and students, we were able to match these desired outcomes with their perceived outcomes at Time 2 as one way to measure the contract's success. For faculty, many hoped to increase and improve faculty communication, improve the curriculum, and share more of what faculty do in their own classes. For students, many faculty hoped they would understand more clearly why they were at WJC, appreciate more the value of a liberal arts education, understand the broader concept of "vocation" and increase their awareness of the career opportunities available to them.

The student outcomes will be discussed further in the next section. Regarding faculty outcomes, we have already mentioned that many felt the contract helped increase and improve faculty communication. Others mentioned that the curriculum improved and that faculty shared more about their teaching during the contract.

To supplement our understanding of what faculty perceived as positive outcomes, we developed a list of outcomes defined by both faculty and the contract itself (see Table 7). Faculty used a four-point scale to assess the extent to which each goal had been accomplished as a result of the contract. Those items which faculty rated highest repeat what we have discussed already: that faculty shared more what they are doing in class, became clearer about what career education means at WJC, understood better the role of the curriculum in career education at WJC, and improved their communication among themselves. Not mentioned as a primary outcome but scoring high in this inventory was "increased commitment among faculty to clarify WJC's purposes and goals".

With the exception of these, faculty felt that most other goals had been achieved to "some" extent. This further confirms our assessment that the contract's impact on faculty was moderate. Faculty seemed to think the effect on students was more limited. Assessing the extent of "increased clarity to students of what career education means at WJC," most faculty (n = 10) felt this was accomplished "some". However, most (N = 9)

TABLE 7

EXTENT TO WHICH OUTCOMES HAVE BEEN ACHIEVED

MEANS AND FREQUENCIES

		A great deal	Some	Not Much	Not at All	$\bar{x}$
h.	Increased faculty sharing of what they are doing in their classes	11	10	0	0	3.52
b.	Increased clarity to faculty of what career education means at WJC	6	14	1	0	3.24
f.	Increased commitment among faculty to clarify WJC's purposes and goals	8	9	4	0	3.19
g.	Increased clarity regarding the role of the curriculum in career education at WJC	5	15	1	0	3.19
a.	Improved communication among faculty	8	7	4	2	3.0
d.	Increased clarity to faculty of what a liberal arts education means at WJC	3	12	6	0	2.86
i.	Faculty's increased understanding of WJC's purposes	3	12	5	1	2.81
k.	Improved faculty advising	3	10	5	1	2.79
c.	Increased clarity to students of what career education means at WJC	0	10	7	0	2.59
e.	Increased clarity to students of what a liberal arts education means at WJC	2	6	9	0	2.59
j.	Students' increased understanding of why they are at WJC	2	5	9	1	2.47

felt "not much" had been achieved in increasing clarity to students of what a liberal arts education means at WJC and why they are attending that particular college. We will discuss whether the student survey supports such assessments in the next section.

In discussing contract outcomes, we would be remiss if we did not also report the disappointments. Faculty mentioned most (N = 6) that they were disappointed in the isolation of the contract committee (the Dean and three faculty) and thus the limited role faculty played in implementing the activities and goals of the contract. Only a few mentioned the negative effect of released time for the three faculty members, popular among students, to serve on the contract committee. Three also mentioned that improved understanding of the college's purpose was deterred by faculty rhetoric and that increased structuring reduced the individualistic atmosphere at William James which faculty so enjoy. Other disappointments were mentioned only by one or two. We found no factor which detracted considerably from the contract's accomplishments. We must only wonder whether a more effective process for involving more faculty in planning and implementing the contract would have increased commitment and the value of the activities.

ACHIEVEMENT OF STUDENT OBJECTIVES

As we described in Chapter I, FERA supervised student interviews at two points in the contract period. The first interview was conducted in May 1978; the second in February and March 1979. Because the subcontract award limited the amount of time FERA representatives could spend at the college and because we considered the student evaluation component to be secondary to the faculty evaluation, we chose to conduct only the faculty interviews ourselves. For both student surveys, the college chose work-study students already involved and familiar with the purposes of the contract. In order to maintain the interview standards FERA has set, two FERA representatives trained the student interviewers to use desirable interviewing techniques and to administer the interview questions as uniformly as possible.

Student respondents were selected by a random sampling procedure which used the enrollment lists for the terms during which the surveys were conducted. Of the 142 selected in the first sample, 75 participated, a response rate of 53 percent. In the second survey, 70 out of about 150 in the sample participated, a response rate of 47 percent. In order to determine whether our data represented the general student population, we compared specific statistics on respondents with those on the entire student population -- e.g., mean age, ethnic distribution, percent of males and females, representation in the four program areas, and number of years at William James. We found a match between the two which allowed us to make generalizations more comfortably.

OBJECTIVE 1:

"Students will strengthen their career decision-making skills as a result of their exposure to selected elements of the career infusion model."

Of the student objectives, this one relating to "career decision-making skills" was most difficult to measure because the contract committee and faculty as a whole had not delineated what they considered these skills to be. With some consultation from the contract committee, FERA developed a "Learning Inventory" (see Appendix C, Part 4) which lists a range of skills, knowledge, or qualities the committee felt students should have upon graduation. We divided these skills into three content areas -- academic, work, and personal.

In the Time 1 interview, students rated each item on two indices -- *importance* of gaining the skill as part of their college education and *satisfaction* with their own achievement in each. This self-assessment allowed us to determine where discrepancies existed between importance and satisfaction. Thus, for example, if a large portion of students felt it was "very important" to have a "breadth of knowledge in [their] chosen field" but were "somewhat dissatisfied" with their achievement in this area, then, knowing this, faculty and administrators could begin to make curricular adjustments to provide a greater breadth of knowledge.

Our analysis of the Time 1 data revealed "considerable discrepancies"[1] in the following:

Academic Areas

- Written communication skills
- Public speaking skills
- Awareness of my academic weaknesses

Work Areas

- Knowledge about careers most suited for me
- Ability to prepare a resume which reflects my background, interests and desirability for a job
- Skill in persuading a potential employer that I am a vital candidate
- Knowledge of campus resources available to me in making career-related decisions
- Specific vocational skills related to my career
- Awareness of my professional weaknesses

Personal Areas

None

These findings revealed skills which students want from their education at William James College but felt they were not acquiring as much as they liked. Students reported discrepancies particularly in the area more directly related to career development. Therefore, it is here that improvements are most desirable.

In the Time 2 interview another random sample of students completed the same Learning Inventory but rated only their satisfaction with their achievement in these skills. To determine whether statistically significant increases in satisfaction occurred over time, we compared mean scores at Time 1 with Time 2 for each item using the Students' T-statistic for independent populations.[2] Table 8 presents the item means at Times 1 and 2. A comparison of all means shows that students' satisfaction increased from Time 1 to Time 2 for all but two items: "depth of knowledge in my chosen field" and "clarification of my personal values." This is a noteworthy trend in itself because we expected little or no change in student satisfaction with so little time between interviews 1 and 2.

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[1] Discrepancy scores were calculated by subtracting the rating on "importance" to the student of acquiring the skill from the "satisfaction" rating. (Scale points: Very important and Very satisfied = 4; not at all important and not at all satisfied = 1) We decided a "considerable discrepancy" occurred if satisfaction of at least twenty percent of respondents was two and three scale points lower than importance.

In addition to comparing means, we also looked at the Time 2 means that were highest to determine whether there was any consistency among them. We found that the skills or knowledge about which students feel more satisfied (means of 3.25 or above) are also those which faculty mentioned as very important in a career/liberal arts-integrated education. These skills are:

Academic

Understanding value systems other than my own

Work

Ability to consider various opinions or alternatives and to decide on a course of action
Development of a general philosophy of work

Personal

Clarification of my personal values
Ability to interact effectively with other people
Awareness of my potential as a person
Understanding my personal strengths

This finding tells us that the college is helping students become what faculty consider important, i.e., it is doing well what it should be according to its mission.

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[2] The major assumptions of sample independence, randomness and equality of variance around the two means are supported for the use of this Students' T-statistic.

TABLE 8

LEARNING INVENTORY: TIME 1 AND TIME 2 ITEM MEANS

	Item	Mean Time 1	Mean Time 2	Significance Level
ACADEMIC AREAS	Breadth of knowledge in my chosen field	3.05	3.06	
	Depth of knowledge in my chosen field	3.00	2.96	
	Breadth of knowledge in general areas such as the sciences, humanities and social sciences	2.81	3.04	
	Understanding value systems other than my own	3.15	3.25	
	Written communication skills	2.98	3.14	
	Public speaking skills	2.69	2.85	
	Skill in analyzing the components of a situation or problem	2.98	3.07	
	Ability to think critically about a situation	3.14	3.16	
	Ability to solve problems	3.07	3.24	
	Ability to plan a course of action to solve a problem	3.08	3.19	
	Quantitative skills	2.76	3.03	
	Effective learning skills	3.11	3.21	
	Awareness of my academic strengths	3.02	3.19	
	Awareness of my academic weaknesses	2.84	3.06	.09
WORK AREAS	Ability to organize members of a group to get a job done	2.86	2.96	
	Ability to consider various opinions or alternatives and to decide on a course of action	3.19	3.27	

Scale: 4 = Very satisfied; 3 = Somewhat satisfied; 2 = Somewhat dissatisfied; 1 = very dissatisfied.

Table 8, continued

	Item	Mean Time 1	Mean Time 2	Significance Level
WORK AREAS	Ability to assess the needs of a situation and to set a goal accordingly	3.16	3.24	
	Development of a general philosophy of work	3.04	3.29	
	Knowledge about careers most suited for me	2.63	3.02	.02
	Ability to prepare a resume which reflects my background, interests and desirability for a job	2.63	2.89	.10
	Skill in persuading a potential employer that I am a vital candidate	2.77	3.09	.01
	Knowledge of campus resources available to me in making career-related decisions	2.53	2.96	.00
	Specific vocational skills related to my career	2.71	3.06	.01
	Clarification of my career-related values and aspirations	2.86	3.06	
	Development of a code of professional ethics	3.09	3.19	
	Awareness of my professional strengths	2.95	3.07	
	Awareness of my professional weaknesses	2.81	3.04	.07
PROFESSIONAL AREAS	Clarification of my personal values	3.47	3.40	
	Ability to interact effectively with other people	3.25	3.29	
	Awareness of my potential as a person	3.21	3.37	
	Understanding my personal strengths	3.07	3.29	
	Understanding my personal weaknesses	3.05	3.18	

Table 9 presents the items for which statistically significant increases in student satisfaction occurred from Time 1 to Time 2. The reader will note that these increases occurred in areas most needed according to the Time 1 discrepancies discussed earlier.

TABLE 9

LEARNING INVENTORY ITEMS FOR WHICH MEAN CHANGES WERE STATISTICALLY SIGNIFICANT

	Mean Time 1	Mean Time 2	Significance Level
Academic Area			
Awareness of my academic weaknesses	2.84	2.96	.09
Work Area			
Knowledge about careers most suited for me	2.63	3.02	.02
Ability to prepare a resume which reflects my background, interests and desirability for a job	2.63	2.89	.10
Skill in persuading a potential employer that I am a vital candidate	2.77	3.09	.01
Knowledge of campus resources available to me in making career-related decisions	2.53	2.96	.00
Specific vocational skills related to my career	2.71	3.06	.01
Awareness of my professional weaknesses	2.81	3.04	.07

What do these findings tell us about achievements that are attributable to the contract-initiated activities? Several points must be made before we answer this question. First, upward change is generally greater where there is more room to change. This dynamic is applicable to the Time 1 means, particularly for the items noted earlier under "Work Areas". They were lower than means for most other items. However, because we found some of the changes to be statistically significant, we have some reason to believe that the changes in satisfaction have resulted from something that has happened at the college between May 1978 and March 1979. This relates to our second point. That is, it is difficult to attribute these changes to contract activities. Certainly it has made faculty as teachers and advisors more aware of how and to what extent they foster students' career development. In addition, the students are now enjoying the Career Resources Center which opened during the fall term. We have not measured student use of that resource so we cannot claim that it has had a significant impact. Third, the Learning Inventory measures attitude, not skill level. Although students' assessment of their own achievements is a useful criterion by which to measure skill, it is not an objective measure of skill strengthening which Objective 1 requires. Fourth, we cannot account for what has happened in students' lives beyond their experience at William James which might have contributed to their career development and increased their satisfaction with the work-related skills in the inventory.

These four points require us to be cautious in drawing inferences from our statistical findings. We might assume that students' standards for assessing their skill achievement have not changed and that, therefore, they are more satisfied in part because they feel their education at William James has helped strengthen these career-related skills or knowledge. Again, we cannot confirm that it was students' "exposure to selected elements of the career infusion model" alone that had this effect, but we can safely assume the contract was partially responsible for this effect.

Finally, from these findings we cannot say students have strengthened their career decision-making skills. However, we do feel that this inventory includes many of the important components of such skills and is therefore a useful attitudinal measure related to skill development. It is important to the college that students are more satisfied in March 1979 with what they have learned than they were in May 1978.

OBJECTIVE 2:

"Students will be able to critique their WJC experience in a personal context as it contributes to their own career and academic development."

Limited to a brief amount of time (one-half hour for the complete interview) in which to determine the depth of students' ability to critique their WJC experience in a personal context, we are able to assess achievement of this objective primarily impressionistically. Included in the Time 2 interview were two questions asking students to delineate three aspects of WJC's educational program which are particularly useful in helping

57

them prepare for a career and three improvements they would like to make their educational experience more useful.

Regarding aspects of WJC's education which students considered most helpful for career preparation, they mentioned most often internships, specific classes or classes in general, supportive faculty, and advising, in that order. It is important to note that mentions of advising as a WJC strength increased from three at Time 1 to nineteen at Time 2, an improvement attributable at least in part to increased consciousness among faculty from discussions of advising in a contract-sponsored workshop. Regarding improvements needed, students mentioned most often that more classes should be offered to enhance greater breadth and depth of learning, that communications about WJC activities from administrators and faculty to students should improve, and faculty advising should be strengthened (cf. noted improvements in this area mentioned earlier).

Less important to the measurement of this objective is what students said than whether they could even respond meaningfully to certain interview questions. In addition to coding response content, we also attempted to assess whether or not respondents were "able to critique their WJC experience in a personal context" by coding the meaningfulness of responses to several questions. This allowed us to form impressions of whether students met Objective 1 or not. Our impressions are limited in two important ways: as we mentioned, FERA staff did not interview students as we did faculty, so we had no direct experiences to confirm the data; second, limited time and funding at the end of the contract reduced the extent of our analyses using computerized data which might have revealed patterns in the types of students who did respond to these interview questions and answered them thoughtfully.

Data on how many simply did and did not or could not answer our strengths and improvement questions (see Appendix D, Questions 20 and 21) helped us develop some impression of how many students reflect on their education at WJC. All but two respondents offered one aspect of WJC's educational program that is helpful in their career preparation. However, fewer were able to state a second and third aspect. About fourteen percent did not state a second one, and thirty-one percent did not mention a third. Interview responses indicated that at least one interviewee felt the college had no strengths. We might assume for the others who could not offer two or three strengths that they felt there were not any or that they had not analyzed their experience at WJC in the context of their own needs. We cannot conclude which assumption is more appropriate

Students' answers, or non-answers, to the improvements question were more revealing. Fifteen respondents (21.4%) did not suggest any improvements. (Could they be completely happy with their WJC experience?) Thirty-six (51.4%) did not suggest more than one improvement, and fifty (71.4%) did not suggest more than two. Students' overall satisfaction ratings do not imply that they think the college is that close to perfect. Therefore, we are inclined to infer that they have not critically analyzed how well William James College serves their educational needs.

Another impression we formed that is related to this objective is that older students tended to be more articulate about WJC's strengths and needed improvements than the traditional-age students. We assume that the expanded perspectives, in this case, on the value of a specific kind of education, perspectives which tend to increase with age and life experience, allow older students to be more purposeful and focused in completing their college education. It follows, then, that they would also be more thoughtful, more critical or analytical about it.

What the data and our impressions combined to tell us is that some students are able to critique their college experience and some are not. Students choose to attend WJC for a range of reasons. Some seek an alternative form of education; others want the promise of a job after graduation; still others want a baccalaureate which they consider a basic requirement for the kind of job they seek. And, indeed, some attend William James because of its distinctive mission. We assume that this last group is most personally invested in receiving the best education that the infusion model describes and would therefore be most articulate about the college's strengths and weaknesses. The important point to be made here is that both students who can critique their college experience and who cannot choose to attend William James College. Therefore, the realistic challenge for WJC faculty and administrators is to acknowledge this diversity of students and consider it in their discussions of how to meet students' needs better.

OBJECTIVE 3:

"Students will understand what liberal arts at WJC means and how it relates to career and life goals."

In order to measure students' understanding of what liberal arts at WJC means, we asked them just that: "What does liberal arts education at William James mean to you?" In addition, because faculty emphasized the interchangeability between meanings of liberal arts and career education at William James, we also asked students: "What does career education at William James mean to you?"

Looking at students' responses to both answers, we found that, contrary to faculty, most students made the traditional distinctions between the two educational approaches. Thirty-one Time 2 respondents (44.3%) said a liberal education provides exposure to a breadth of knowledge, develops flexibility, or makes them well rounded. Twelve students (17.1%) mentioned it provides a "synoptic" view of the world or combines technical skills with humanistic concerns.

Most students (N=37 or 52.9%) equated career education with a focus on careers, internships, job experience, skill development. As with a liberal education, twelve (17.1%) said it means combining theory and practice, integrating academic courses and practical experience. If these findings are representative, they mean that less than one-fifth of the student body defines career education as faculty do. Another significant finding related to these questions is the number who provide no coherent definitions. While only seven (10%) gave what in our judgment were irrelevant responses or no response at all to the career education question, twenty-four (34.3%) students provided no relevant definition of liberal arts at William James. This is a large number of the student body who could not articulate any definition of liberal arts education at WJC.

In addition to these questions, we asked, "Why is a liberal arts education important to you?" We felt students' responses would provide additional information for measuring the achievement of this objective. Students basically repeated what they said a liberal arts education means at WJC. Most (N=45 or 64.3%) said it was important because it provides an overview of life or makes them well rounded. Two (2.9%) respondents mentioned that a liberal arts education "lays the groundwork for a career". Eight (11.4%) responded candidly that it was not important to them. And eleven (15.7%) said either they did not know why it is important or gave no comprehensible answer.

The primary message that we can derive from these findings is that considerable communication between faculty and students is necessary before students can meet this objective. It may be that for faculty infusing career and liberal arts education is a very conscious process, but for many students it appears the infusion is subtle enough to be imperceptible. As a start, we suggest that faculty talk with students more about how they teach and why they use certain approaches. However, we do not consider achieving this objective as simple as improving faculty/student communications.

We believe the extent to which Objective 3 has been achieved during the contract period is limited for the same reasons Objective 2 has been difficult to achieve -- the diversity of student educational needs. We have reported that faculty benefitted from discussions about what career and liberal arts education at William James means. Most of them are committed to infusing these educational orientations at their college. However, students do not have the same commitment, nor do they all have the need to define and appreciate the value of a liberal education as William James faculty define it.

As we mentioned, WJC students have diverse needs for and interests in going to college. Many choose to attend William James because it provides an "alternative education" -- i.e., no grades, individualistic orientation, loose structure -- not because it combines a liberal arts and career development focus. While students may understand how faculty define liberal arts at WJC and how a liberal education relates to career and life goals (although there is no evidence that all do), they will not necessarily embrace that meaning for themselves. This fact poses the primary challenge to a client-centered institution and requires a realistic position among faculty regarding how they will deliver their education.

SUMMARY

Evaluation of the extent to which the contract helped students to achieve the objectives discussed here must serve more as a measuring stick for distance to cover than distance traversed. Impacts upon students as a result of the contract's activities must be considered at this point only in long-range terms. Only the changes in satisfaction with a range of skills, knowledge and qualities have demonstrated any progress among students that might be related to the contract. These were, nevertheless, encouraging findings for such a short period of time in which change could occur.

If anything, the value of the student assessments has been more to reveal the challenges which faculty and administrators confront as they reaffirm the college's mission. The interview data illustrate the diversity of William James students -- particularly in their commitment to the type of college education which WJC emphasizes. This diversity does not in itself impede the infusion model. Rather it means that some will value it and some will not. We do believe that more will value it as the process initiated by the contract continues and expands beyond somewhat isolated meetings, which many students do not attend, and into the classroom.

CHAPTER V

SUMMARY, IMPLICATIONS AND TRANSFERABILITY OF THE MODEL

In this chapter we briefly summarize our research findings and note their implications for William James College. In addition, because the William James experience with career and liberal arts education has implications for other colleges as well, we note the broader issues and impressions of our evaluative experience. Some are common-sense reminders, others are more subtle. We hope they stimulate thought on the value and applicability of the William James model among admirers, skeptics and the generally curious.

BRIEF SUMMARY OF FINDINGS

Our evaluation has found that for William James College the contract has been both a resource and a stimulus for drawing faculty together toward achieving the college's central mission. The short-term value of the project, therefore, has been the process of consolidating their educational philosophy and improving some of the non-curricular mechanisms such as advising, internships and the milestones through which the philosophy is implemented. We have discussed the primary benefits which faculty felt the contract has fostered: increased faculty communication and commitment to clarify the college's goals; more sharing among faculty about what they are doing in their classrooms and in advising; and additional contacts with professionals in the community who both advise on curricular improvements and provide valuable internship assistance. In general, we suspect this leads faculty to feel more purposeful and spirited in their teaching activities. The contract appears to have been a "shot in the arm" at the right time without which the same results would not have occurred.

Our research also indicates that not all of the contract's objectives were accomplished at the levels originally intended. This is especially true for faculty learning objectives. This finding demonstrates that faculty learning needs and interests vary. The challenge is to identify the needs and develop a program for the responsive, while not ignoring the others. This is especially important for a small, interdependent faculty who must share a sense of mission and mutually implement it.

There are also modest but important indications that students have become more satisfied with their college experience over the last half of the contract period. Students' satisfactions with their skill and attitude development in areas which prepare students for work increased. This was important because those changes were directly related to the purposes of the contract. It will be difficult to decipher any additional impacts of the contract on students, but with time, some valuable evidence can certainly be accumulated to test the notion that students have benefited.

IMPLICATIONS FOR WJC

Considering the achievements and disappointments with the contract experience, we feel the implications for William James College are straightforward.

1) It is important to identify the contract activities or processes which have been especially instrumental in accomplishing the college's mission and then to institutionalize them. Likely candidates for institutionalization are periodic faculty workshops/ seminars, community advisory committees, and the Career Resources Center.

2) The faculty should systematically review the improvements in the advising system, the internship program and their efforts to improve students' writing. The merits and activities of the Community Advisory Committee should also be reviewed. From this process, new problems needing attention will surely emerge and should be diagnosed early.

3) Faculty need to focus on why some students are more satisfied with their WJC experience than others. Our data indicate a considerable range of satisfactions in a number of areas. Because the student population is diverse and the pressures for student retention are increasing, the time seems right to probe this issue systematically and thoroughly and determine what the college might do to serve students' needs more effectively.

4) Faculty should communicate the college's central philosophy to students as accurately as possible. This begins with the college's brochure for interested applicants and extends all through matriculation to contacts with alumni/ae. WJC's

philosophy is both simple and complex. We think it makes most sense to emphasize the simple early and the complex later on.

5) GVSC has historically provided a place for diverse approaches to education. Therefore, we hope WJC will enjoy for awhile its rekindled consensus about its mission. At the same time, we encourage ongoing evaluation of what college practices and norms, e.g., grading, the program concentrations or the Council, are important to keep and which need to be changed in accordance with WJC's mission and evolving context within and outside of the GVSC system.

6) We believe it would be useful for the contract committee to review with faculty the organization of the contract and the process by which it was implemented. Faculty's comments that the contract committee was isolated encourages such a review. The speed with which the college had to organize and implement the contract activities created a dilemma for an institution valuing a participatory process which is often time consuming and delaying. Nonetheless, important benefits resulted. Therefore, something can be learned from the contract's administrative organization and applied to the college's need to balance participation with efficiency.

These suggestions emanate both from our observation of the college and from our research findings. In addition to these, faculty's responses in the Time 2 interview also offer suggestions for continued work that began under the OE contract. Table 10 presents these responses.

TABLE 10

A COLLEGE AGENDA FOR THE FUTURE

		Needs Considerable Work	Needs Some Work	OK for Now	$\bar{x}$
1.	Students' understanding of why they are at WJC	14 66.7%	6 28.6%	1 4.8%	2.62
2.	Clarity to students of what a liberal arts education means at WJC	12 60.0%	8 40.0%	0	2.60
3.	Clarity to students of what career education means at WJC	11 55.0%	8 40.0%	1 5.0%	2.50
4.	Faculty advising	11 47.8%	12 52.2%	0	2.48
5.	Communication among all faculty	6 27.3%	13 59.1%	3 13.6%	2.14
6.	Sharing among faculty of what they are doing in their classes	6 26.1%	13 56.5%	4 17.4%	2.09
7.	Clarity to faculty of what a liberal arts education means at WJC	4 18.2%	12 54.5%	6 27.3%	1.91
7.	Commitment among faculty to clarify WJC's purposes and goals	6 27.3%	8 36.4%	8 36.4%	1.91
7.	Clarity of the curriculum's role in career education at WJC	1 4.5%	18 81.8%	3 13.6%	1.91
10.	Clarity to faculty of what career education means at WJC	1 4.5%	15 68.2%	6 27.3%	1.77
11.	Faculty's understanding of WJC's goals and purposes	4 18.2%	7 31.8%	11 50.0%	1.68

This agenda supports some of the recommendations which we have made. The focus now should be on communicating the new consensus on WJC's mission and its educational implications to students (items 1, 2 and 3). The advising system definitely needs attention.

No one thought it was as effective as it should be (item 4). Also, faculty seem to want to keep talking and sharing about important college and professional concerns (items 5, 6, 7).

TRANSFERABILITY

Research on innovation and change, especially in colleges and universities, has been accumulating over the past decade. The adaptation of innovations in new environments is also the focus of recent attention. There are some valuable general principles to be learned from this relatively new knowledge.

There are characteristic processes which describe the development of most innovations. They can be anticipated and managed. Change leaders can benefit from understanding the general principles involved, the nature of the innovation under consideration and the salient characteristics of one's own setting.[1] This evaluation report is not the place to review the literature on collegiate change. Our purpose is to reveal special characteristics of William James College , OE contract activities, and the infusion model which we feel potential adapters should note.

The characteristics of William James College worth noting are the preconditions for acceptance of the contract. We have labeled them, rather simplistically, as the desire to take a deep breath and the fear of flakiness. Dean Tinsley and the faculty recognized that the college had not achieved its potential. They recognized a performance gap.

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[1] See Strategies for Change by Jack Lindquist (Berkeley: Pacific Soundings Press, 1978) for an excellent introduction to these issues and a recent bibliography of relevant literature found in the notes.

The OE contract provided purposes and activities consistent with the college's needs and mode of operation. Respected faculty leaders supported the potential value of the contract and were willing to work on it. Compatibility and support were crucial to the implementation of the contract.

The reader should remember that William James is not a traditional liberal arts college. Therefore, the key characteristics of the infusion model as it has evolved there reflect where the college was prior to the contract as well as what effects the contract's activities and structures had on the model. Key dimensions of the model as it has evolved include faculty attitudes, college structures and mechanisms, and special teaching/learning activities. They are catalogued below. Descriptive information from the college provides considerably more detail on what these dimensions are and why they are part of the model.

Attitudes

- a trans-disciplinary philosophy shared by faculty who, in general, respect both theoretical and applied dimensions of the curriculum
- the student-centered educational philosophy of the faculty

Structures/Mechanisms

- the combination and balance of synoptic and concentration requirements
- the milestone requirement for students which stimulates reflection and planning

- the non-departmental organization of the college
- the community-based, vocationally-oriented advisory groups
- the Career Resources Center

Programs

- advising
- internships

In addition to these general points or issues we would like to include the specific advice of the WJC faculty to those considering infusing liberal and career education. Faculty were asked in our last interview what two pieces of advice they would pass along. The following is either their verbatim comment or our paraphrased version of it.

If you were asked to give, based on your experiences at WJC, two general pieces of advice to faculty at another school wanting to integrate career and liberal arts education, what would you say?

- Don't have departments. Avoid specialists in either liberal ed or career.
- Motivation for career ed and liberal arts education does not come from the faculty. Faculty is viewed as inert component. People who are setting institutional goals or policies are usually administrators, not faculty. Difference here is that institutional goals are set by faculty -- we don't have separate, disenfranchised body called the faculty.
- Key is faculty. Motivation and reward structure for faculty has to be well defined. Administration responsibility for contract has to be major commitment -- both in time and resources for motivation to involve faculty. Difficult for a line officer to have time.
- Institute broad ranging internship program accessible to students at all levels. Student progress within one area shouldn't all be the same. Allows flexibility to have more career education or liberal arts focus.

- People have to get rid of basic elitist snobbisms about one discipline being better than another or that the contemplative work is better than the pragmatic. Must take personal prejudices away and look at things differently. Faculties tend to have prejudices about what students want to do in world of work -- Faculties want them to have loftier goals than the more pedestrian goals. Faculties must give students freedom to make career choices even if they do not conform to faculties' "lofty" career goals. For example, faculty should not make value judgments about careers.

- Have to be prepared to give or put in long hours. Must be truly committed to the concept of integrating the two.

- Word your catalogue statements very carefully or they will misunderstand and translate vocation too strictly. Read certain documents by Evergreen faculty members which deal with that. Individual courses aren't worth much for freshmen and sophomores. Should have integrated programs, keeping same faculty, more intense. Don't begin with course. Think what you want to do and then how you want to do it. Course is how.

- It has to start with faculty -- in this case it did not. Faculty and students were not on initial proposal. Stimulate it as an idea and let it grow. Don't expect faculty to change overnight -- faculty resistant to people coming in and telling them what to do in their classrooms.

- There should be equal consideration given to development of faculty for both career education and liberal arts. Combination of support system for career emphasis with CRC, internships, advisory groups.

- If you can, team teach with someone from a very different discipline. Always ask what the practical applications are -- what does this mean for the quality of human life.

- I think they would need to understand both terms as a college community and then set up strategies from there. Neither one has a fixed definition.

- Hire some people who've done it themselves, not just have it as a theory. Have to somehow continue to talk between college and people in careers. Whatever mechanism, it's necessary as one can fool oneself that one knows what's going on. Mechanism could change.

- Don't let the career component get isolated. Integrate it at every moment. You aren't being serious about the issue of how career education refines and reforms liberal arts on the one side and how tradition of liberal arts criticizes some of the narrower and technical career education thrusts.

- Remove all barriers possible that restrict teacher's choice in teaching modes -- scheduling, grading, types of students -- things that allow teachers to select best techniques to present material. Have faculty share what they do and why -- talk to each other.
- Key is to replace traditional major with professional emphasis and to take liberal studies requirements and try to make pieces fit together with each other and with professional specialization. Make sure you have adequate community contact base. Develop strong internship program.
- Keep the coordination of your project broadly and democratically based (from its inception onward)! Otherwise it runs the risk of becoming a mechanical lay-on. Be broad-minded and flexible when it comes to trouble shooting the problem of curricular rigidity with respect to both career (over-specialized tracks) and liberal arts (addiction to distribution requirements without meaningful integration).
- Hire a full-time PR person -- someone familiar with community. Bring in links with business and high school, etc. Released time is a joke in academia. Have to fill faculty responsibilities anyway.
- Process of search is important -- if you think you've got it, you'll never find it. The search for an integrative model, not the discovery of one, is central to success!. Move toward well-planned community involvement in the curricula.
- Insure existence of internship. Be very selective about faculty you have in terms of their seeing a career component as important.
- Have faculty workshops and talk about what should be done. Tap community resources and get students involved. Do a little career retraining yourself.
- Community involvement is absolutely crucial. To guard against the more liberal "philosophical" staff members -- "talking a good game and not willing to back that up in the curriculum.

In this chapter we have briefly summarized our research findings. Then some implications from our evaluative experience were identified. These comments were supplemented by faculty opinion on what was important to do next at this stage in William James' evolution. Finally some general issues regarding transferability were identified along with the special features of the infusion model at WJC. These issues were again supplemented by advice from the WJC faculty to those interested in integrating the liberal arts and career education.

APPENDIX A

TIME 1 FACULTY INTERVIEW

WILLIAM JAMES COLLEGE

FACULTY INTERVIEW

Time 1 - February 1978

INTERVIEWEE: ________________________ INTERVIEWER: __________________________

INTRODUCTION

Formative Evaluation Research Associates (FERA) has been hired by William James College to evaluate the impact of the Office of Education contract on career education at WJC. The purposes of this evaluation are to assist in the project's ongoing development and to assess the effectiveness of a range of activities designed to strengthen career education at this college.

We want to assure you that whatever you say here is confidential. In no way will the information or ideas you give here be connected with your name. FERA will present its findings from this first interview in aggregate form. Therefore, we hope you will feel free to express whatever our questions bring to mind.

We have only 45 minutes to get a lot of important information from you. Before beginning, do you have any questions about this interview or FERA's role at WJC?

First, we would like some general information about your position at WJC.

1. In what program do you teach? ____.

2. When did you begin teaching at WJC? ____
(Confirm that date in terms of when WJC began)

3. We'd like to get a sense of how you became a faculty member here----
Why did you come to WJC? ~~What were you doing before?~~

4. How many courses are you teaching this term? ______________________________

~~4a. Does this number change from year to year?~~ ________yes ________no.
(If yes) Why?

Now we'd like to turn to questions about WJC and career education.

~~1. First, how did you first learn about the contract awarded by OE to WJC?~~
~~(Probe for extent of information provided)~~

~~2. Was the amount of information provided adequate for you at the time?~~
_______yes _________no

3. From your perspective, how clear now are the contract's goals?
(Hand Respondent CARD 1)

____Very clear ____Somewhat clear ____Not very clear ____Not at all clear

why is that?

4. There are many definitions of career education. We would like to know what career education at WJC means to you. Could you talk a bit about its meaning?

5. We know that WJC has begun a series of seminars to discuss career education. Have you had a chance to attend any of these?
______Yes ______No (Go to Q. 6)

5a. (If yes) Would you say you know more about career education as a result of the seminars?

______Yes ______No (Go to Q. 5b)

(If yes,) Would you say ____________a lot more or ____________a little more?

(if "a little")- Why just a little? (Probe for whether poorly organized seminars or Respondent knew a lot before)

5b. (if No) Why is that?

6. Would you say that career education activities are easily incorporated into your teaching? ________Yes ________No.

6a. Why is that?

7. As part of your faculty role ~~the way you view your academic responsibilities~~, do you make contacts with professionals in this vicinity who are working in business, labor, industry, government and/or services? ____Yes ____No (if No, go to Q. ~~8~~) 7a.

(if Yes,) How do you use these contacts?

7a. Would you like more contacts with professionals in this vicinity?
___yes ___no

We are interested in the implications of the OE contract both for WJC and for you.

8. First, let's talk about the implications for WJC.

8a. Do you see positive implications? ____Yes ____No.
(If Yes) What are they?

1.

2.

3.

8b. How about negative implications for WJC? ___Yes ___No
(If yes,) What are they?

1.

2.

3.

9. Now, we'd like to know how the contract affects you. Thinking of yourself as ~~both~~ a faculty member including your advisory responsibilities ~~and advisor~~, do you see positive implications of the contract for you? ____Yes ____No.

(If Yes) What are they?

1.

2.

3.

9b. Do you see negative implications for you?
____Yes ____No.

(If yes) What are they?

1.

2.

3.

Now, we would like to ask some specific questions about your teaching and advising activities at WJC.

10. (Hand R Form) This is a checklist of career-related experiences or opportunities that you might offer in class. For each one, please check whether you are using it this term, have used it in past terms, or haven't used it at all.

This list doesn't necessarily include all possible career-related experiences used in the classroom. If there are others which you have used and we have not included, please write them in and check when used.

CAREER-RELATED COURSE EXPERIENCES

	THIS TERM	PAST TERMS	NOT USED
a. Individual assignments requiring contact with the business community.			
b. Individual research projects related to a career.			
c. Outside speakers who are professionals in the field.			
d. Class field trips to local businesses.			
e. In-class discussion of how the course relates to various careers.			
f. Discussions with individual students to inform them of their potential in your general career area.			
g. Other: please specify. __________ __________			
h. Other: please specify. __________ __________			
i. Other: please specify. __________ __________			

11. Have you ever served as an internship advisor?

____Yes ____No

(If yes) Are you an internship advisor this semester?

____Yes ____No (Go to Q. 13, if No)

For how many students are you serving as an internship advisor this term?________

Any last term? ___Yes ___No (If yes,) How many?_____

12. (If R has served as internship advisor)

Do students usually come to you with an internship already arranged?
____Yes ____No
(If No) What steps do you usually take with the student in setting up the internship?

13. In general, do you consider internships to be valuable for students?
_________Yes ______No (If yes,) In what ways?

1.

2.

3.

(If no) Why is that?

14. We'd like to get a sense of how important you consider the advisor's role in general to be for students at WJC. (HAND R CARD 2)

ow
riority

a. For academic counseling ...

___Very important ___Somewhat important ___Not very important ___Not at all important

b. For career counseling ...

___Very important ___Somewhat important ___Not very important ___ Not at all important

c. Regarding your perception of the importance of academic counseling, has that changed as a result of the contract at WJC? ___Yes ___No

(If yes) How?

d. Has your perception of the importance of career counseling changed as a result of the contract? ___Yes ___No

(If yes) How?

Now we have a few general satisfaction questions. (HAND R CARD 3)

	How satisfied are you with . . .	Very Satis.	Somewhat Satis.	Somewhat Unsatis.	Very Unsatis
15.	.. how much the contract administrators seek your involvement in shaping career education at WJC?	___	___	___	___
16.	.. your own knowledge of career education concepts and strategies?	___	___	___	___
17.	.. the process so far to involve faculty in career education at WJC?	___	___	___	___
18.	.. the clarity of future steps to strengthen career education at WJC.	___	___	___	___

Finally, we would like to know what you would like to see result from this contract at WJC.

19. What kinds of changes would you like to see in students because of this contract?

a. What would you recommend to effect these changes?

20. What changes in faculty would you like to see result from this contract?

a. What would you recommend to effect these changes?

That completes our interview. Do you have any comments you would like to add; is there anything you would like to say that you think our questions haven't covered?

Thank you very much for your time. We will be contacting you again at the end of the Fall Term 1978 for our final interview with you. Is that satisfactory with you?

APPENDIX B

TIME 2 FACULTY INTERVIEW

WILLIAM JAMES COLLEGE
FACULTY INTERVIEW
TIME 2

INTERVIEWEE: ____________________ INTERVIEWER: ____________________

INTRODUCTION

1. Did we interview you back in February '78 about the contract?

___ Yes ___ No: On Sabbatical? ____________________

First, I just want to bring you up to date on FERA's involvement with WJC during the contract period. At the beginning, we worked with the OE committee to help clarify contract objectives which have guided our evaluation. We interviewed faculty in February (as you know) and students in May. After each survey we reported our findings to the OE committee. Now we are interviewing faculty for the second time and hope to talk with students within the next several weeks to bring us up to date on their attitudes.

FERA's primary purposes for the evaluation are not only to assess the process during the past year for strengthening WJC as a model for career education infusion but also to understand the process and context in which such a model has developed. This will facilitate communication to interested schools regarding what has worked, what has not, and, ideally, why. Therefore, your reflections are very important to us.

We have promised to take up no more than 45 minutes of your time. Is that your understanding? I want to assure you that whatever you say here is confidential. In no way will the information or ideas you give be connected with your name.

Do you have any questions about FERA's assessment before we begin?

2. Are you a regular faculty member of WJC?

___ Yes ___ NO: Adjunct? ___________

3. The program in which you teach primarily is ____________________

4. Implementation of the contract began a little over a year ago. From your perspective, how clear now are the contract's goals? (HAND RESPONDENT CARD 1)

	___ Very clear	___ Somewhat clear	___ Not very clear	___ Not at all clear
(GO TO:)	5 &6A	5 & 6B	5 & 6B	5 & 6B

5. Briefly, what do you consider the contract goals to be?

6A. (If R answers "very clear") What activities during the past year have been most effective in clarifying the goals for you?

6B (If R answers "somewhat", "not very", or "not at all" clear) Why aren't the goals of the contract clearer for you? What might have been done to make them clearer?

7. We are interested in the extent to which your understanding of career education has changed during the contract period. Would you say it has changed: (HAND RESPONDENT CARD 2)

	___ A great deal	___ Some	___ Not Much	___ Not at all
(GO TO:)	8A	8A	8B	8B

8A. (If R answered "a great deal" or "some") How has it changed?

8B. (If R answered "not much" or "not at all") Why do you think it hasn't changed?

9. What does career education at WJC mean to you now?

10. What does a liberal arts education at WJC mean to you now?

11. To what extent has the contract affected your:
(HAND RESPONDENT CARD 3)

A. Teaching ___ a lot ___ some ___ not much ___ not at all

(GO TO:)	1	1	2	2

1. Probe: If "a lot" or "some": How has it affected your teaching?

2. Probe: If "not much" or "not at all": Why is that? (Probe for positive or negative effects -- what are the problems, etc.)

3. Are you doing different things now in your class -- using new strategies or new materials/applying new principles in the teaching/learning situation? ___ Yes ___ No

(If yes) What are they?

What do you consider to be particularly effective for helping students integrate career and liberal education in your courses?

11. B. advising ___ a lot ___ some ___ not much ___ not at all

(Probe: If "a lot" or "some) How has it affected you advising? (Probe for familiarity with CRC, other campus resources)

(Probe: If "not much" or "not at all") Why is that? (Probe for familiarity with CRC, other campus resources)

11. C. involvement with internships

___ a lot ___ some ___ not much ___ not at all

Please explain:

11. D. interaction with representatives of community organizations, etc.

___ at lot ___ some ___ not much ___ not at all

Please explain:

91

12. In the process of student and faculty interviews, we have developed a checklist of career-related course experiences which you might offer in class. (Reinforce that this is in class, in no other capacity.) For each one listed, check whether you used it last term (Fall '78), Spring '78 term, or neither of these terms. Also, if there are others which you have used in class and we have not included, please write them in and check when used. (HAND RESPONDENT SHEET A).

13. Which three of the above that you have used have been particularly effective in helping integrate career awareness in the classroom setting? Please circle the letter in front of the items. (SHEET A)

14. To a large extent, faculty have helped define the outcomes of the contract. Listed on this sheet are a number of faculty and student outcomes which faculty desired early in the contract. Please check for each the extent to which you think it has been achieved. In the space below, please feel free to add any outcomes desirable to you which we have omitted and check the extent to which they have been achieved. (HAND RESPONDENT SHEET B).

15. Regardless of how much has been accomplished, we would like to know where you think work remains. We would like you to go through each of these items again to ask how much needs to be done. (HAND RESPONDENT SHEET C)

16. Let's shift now to how you think the contract has affected students. So far, what do you think the two primary benefits to students have been? What do you think they will be in the future?

1.

2.

17. Thinking back over the contract period, what for you are the three most significant outcomes of the contract?

1.

2.

3.

18. What have been the three greatest disappointments to you?

1.

2.

3.

19. If you were asked to give, based on your experiences at WJC, two general peices of advice to faculty at another school wanting to integrate career and liberal arts education, what would you say?

That completes our interview. Do you have any questions or is there anything you would like to add either about the contract or about FERA's evaluation?

A

CAREER-RELATED COURSE EXPERIENCES

	Used Fall '78	Used Spring '78	Not Used Either Term
a. Individual assignments requiring contact with a community organization.	____	____	____
b. Teacher-assigned individual research projects related to the student's career interests.	____	____	____
c. Outside speakers who are professionals in the field.	____	____	____
d. Field trips to local businesses, service organizations, etc.	____	____	____
e. Discussion of how the course relates to various careers.	____	____	____
f. Discussions with the student regarding his/her career potential in your general career area.	____	____	____
g. Student team efforts on class assignments.	____	____	____
h. Classroom exercises to improve communication skills.	____	____	____
i. Co-teaching with professionals, business persons, etc., in the community.	____	____	____
j. Practical (i.e., internship-like experiences) required as part of course credit.	____	____	____
k. Use of case study method in courses.	____	____	____
l. ____________________ ____________________ ____________________	____	____	____
m. ____________________ ____________________ ____________________	____	____	____
n. ____________________ ____________________	____	____	____

B

		A great Deal	Some	Not Much	Not at All
a.	Improved communication among faculty.	___	___	___	___
b.	Increased clarity to faculty of what career education means at WJC	___	___	___	___
c.	Increased clarity to students of what career education means at WJC	___	___	___	___
d.	Increased clarity to faculty of what a liberal arts education means at WJC	___	___	___	___
e.	Increased clarity to students of what a liberal arts education means at WJC	___	___	___	___
f.	Increased commitment among faculty to clarify WJC's purposes and goals.	___	___	___	___
g.	Increased clarity regarding the role of the curriculum in career education at WJC	___	___	___	___
h.	Increased faculty sharing of what they are doing in their classes	___	___	___	___
i.	Faculty's increased understanding of WJC's purposes	___	___	___	___
j.	Students' increased understanding of why they are at WJC	___	___	___	___
k.	Improved faculty advising	___	___	___	___
l.	___	___	___	___	___
m.	___	___	___	___	___
n.	___	___	___	___	___

C

	Needs Considerable Work	Needs Some Work	OK for Now
a. Communication among all faculty	____	____	____
b. Clarity to faculty of what career education means at WJC	____	____	____
c. Clarity to students of what career education means at WJC	____	____	____
d. Clarity to faculty of what a liberal arts education means at WJC	____	____	____
e. Clarity to students of what a liberal arts education means at WJC	____	____	____
f. Commitment among faculty to clarify WJC's purposes and goals	____	____	____
g. Clarity of the curriculum's role in career education at WJC	____	____	____
h. Sharing among faculty of what they are doing in their classes	____	____	____
i. Faculty's understanding of WJC's goals and purposes	____	____	____
j. Students' understanding of why they are at WJC	____	____	____
k. Faculty advising	____	____	____

APPENDIX C

TIME 1 STUDENT INTERVIEW

WILLIAM JAMES COLLEGE

STUDENT INTERVIEW

SPRING 1978

Introduction

As described in FERA's letter to you, this survey of students is part of an ongoing evaluation during the Office of Education contract. FERA wants different perspectives regarding WJC as a career education and liberal arts college. Your candid answers to the questions asked here will be very helpful in developing that perspective.

I was selected as an interviewer to work with FERA because . . . Although I am also a student here, I want to assure you that whatever you say to me during this interview will be strictly confidential. I would like to ask now if confidentiality concerns you and if for any reason you might want to be interviewed by a different person . . .
Also, if there are any questions you prefer not to answer, please say so and we'll go on to the next one. Your answers will be combined with other student-respondent answers to form a general impression of students' attitudes toward WJC. These attitudes will be communicated to the Dean, faculty and students.

Before I begin, do you have any questions about FERA or the survey?

WJC Student Interview - Time 1
May 1978

ID #: ________

Date: ________

Interviewer: ______________________ Interviewee: ______________________

First, we would like to know a little more about you and your involvement as a student in the college.

1. What is your age? ______

(2. Interviewer: please fill in sex _____)

(3. Please circle appropriate category:

Hispanic surname
Black
Native American
Oriental
White)

(Ask respondent if not sure)

4. How long have you been at William James? ______

5. Is this the only school you have attended?
____ yes ____ no

6. Do you expect to obtain a degree from WJC?
____ yes ____ no

(If no) Why is that?

7. At this point in your undergraduate education, do you have plans for what you will do after you finish school? ____ yes ____ no

(If yes) What are you planning to do?

8. Please remember the time when you decided to enroll at WJC. What was it about WJC in particular that appealed to you?

9. How well have those initial expectations been met? (Hand respondent Card 1.)

extremely well	very well	somewhat well	not too well	not at all well
____	____	____	____	____

R's Name: ____________

I. D. #: ____________

10. What program are you in at WJC? ______________________________________

11. Now we would like to talk about the Office of Education contract. Had you heard about it before you were contacted to participate in this survey?

____ yes ____ no (Go on to Question 12)

a. (If yes) Briefly, what is your understanding of the contract's major purposes?

b. (If yes) What are your impressions or feelings about the contract?

12. The contract is supporting the integration of career education into the liberal arts curriculum. What would you like career education at WJC to mean?

13. Do you think faculty also define career education the way you do?

____ yes ____ no ____ don't know/not sure

14. From your own perspective, how satisfied are you with the mix of liberal arts and career education at WJC? (Hand respondent Card 2.)

extremely satisfied	very satisfied	somewhat satisfied	not too satisfied	not at all satisfied
_____	_____	_____	_____	_____

15. Thinking about WJC in general, what do you consider to be the college's three major strengths?

1.

2.

3.

R's Name: ___________

I. D. #: ___________

16. What three improvements would you particularly like to see to make your educational experience here more useful?

    1.

    2.

    3.

Now, we would like to get your opinions of WJC as a college and how your education is going. To do this, I would like to give you three series of questions to complete on your own. This should take about 15 minutes. We would prefer it if you can do this now and return the forms to me. Is that convenient for you to do now? (If no, give respondent return envelope.)

Please read the instructions carefully. Feel free to ask me if you have any questions about how to complete the questionnaire. When you have finished, please return it to me.

Thank you very much for participating.

R's Name: ____________________

I. D. #: ____________________

Part 2

Career-related Activities Inventory

Instructions: For each activity listed below, please rate how effective it could be in your education at WJC. That is, we would like you to rate the potential of the activity, not your experience with it at WJC.

	Extremely effective	Very effective	Somewhat effective	Not too effective	Not at all effective
1. Individual assignments in class requiring contact with a community organization					
2. Teacher-assigned individual research projects related to my career interests					
3. Classroom use of outside speakers who are professionals in the field					
4. Class field trips to local businesses, service organizations, etc.					
5. In-class discussion of how the course relates to various careers					
6. Teacher-student discussions to inform the student of his/her career potential					
7. Student internships					
8. Student-initiated independent studies					
9. In-class discussions of how the course relates to personal values, ideals, life goals, purposes of education, etc.					
10. Student team efforts on class assignments					
11. Classroom exercises to improve communication skills					
12. WJC faculty co-teaching with professionals, business persons, etc., in the community					
13. What other career-related activities can you think of that have been omitted above? (For each one you list, please rate their potential effectiveness) a) ____________________					
b) ____________________					
c) ____________________					

R's Name: ____________________

I. D. #: ____________________

Part 3

Needs Assessment Inventory

Instructions: Below is a list of personal statements related to different aspects of college life -- student life, advising, faculty and curriculum. Using the scale at the right, please check how strongly you agree or disagree according to your own experience or attitudes.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Student Life:					
1. As a student I feel I have the opportunity to participate in policy-making at WJC.					
2. Because WJC offers a unique educational experience, getting a degree from here will be an important accomplishment in my life.					
3. The internship program is the most important experience WJC offers.					
4. As a student, I feel I don't really have any power to change things here.					
5. I feel that I have the necessary faculty support to get the education I want at WJC.					
6. I feel a sense of solidarity with most of the students here at WJC.					
7. I wish there were more student-focused social events at WJC.					
8. Even if WJC sponsored more informal student gatherings, I would not have the time to attend.					
9. I think it is too easy to pass a course at WJC.					
10. Admission requirements at WJC should be set higher so only very intelligent students are accepted.					
11. The administration does not do enough to communicate to students what policy decisions are being made.					
12. Only students who want to take responsibility for their own education should be accepted at WJC.					
13. I support the college's setting minimum standards of verbal and mathematical competence for graduation.					

R's Name: ____________

I. D. #: ____________

Part 3 (cont.)	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Advising:					
1. My advisor has a good sense of what my own curricular focus is.					
2. Whenever I set up appointments with my advisor, he/she is always punctual.					
3. My advisor is well-informed about academic offerings at WJC that are relevant for me.					
4. My advisor suggests services on campus that can help me in my career development.					
5. If my advisor doesn't know the answer to one of my questions, he/she advises me where to go on campus to get the answer.					
6. My faculty advisor doesn't seem to be very clear about what his/her advising responsibilities are.					
7. My faculty advisor doesn't seem to have time for meetings with me as an advisee.					
8. When I was a new student at WJC, my advisor gave me helpful guidance in deciding what courses I should take.					
9. I am very interested in changing advisors.					
Faculty:					
1. One important aspect of my experience at WJC is the individual attention that I receive from faculty teaching my courses.					
2. Most teachers I have had at WJC have explored alternative ways of viewing accepted traditions in their classes.					
3. Faculty seem too busy with committee meetings and other administrative matters to have enough time for students.					
4. I have perceived a lot of solidarity between many students and faculty at WJC.					
5. Faculty here are hard-working and dedicated to their work.					

R's Name: ____________________

I.D. #: ____________________

Part 3 (cont.)	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Curriculum:					
1. I find my classes oftentimes to be too superficial in discussing major topics.					
2. I wish there were more advanced level courses or seminars in my own program area than there are.					
3. My program offers courses which are well integrated and complementary to each other.					
4. I find the curriculum to be primarily career focused.					
5. There is sufficient flexibility in the curriculum to drop an out-of-date course and replace it with one that is more timely.					
6. WJC provides a good interdisciplinary approach to liberal arts learning.					
7. The student does not have very much say about what goes on in the classroom.					
8. What's great about WJC is that I have a lot of personal freedom to develop my own learning program.					
9. I find the curriculum to be primarily liberal arts focused.					
10. To make attending WJC a meaningful experience, it is very important for me to know just what career I want after graduation.					
11. WJC allows me to integrate as much career-oriented education with liberal arts learning as I want to.					
12. The good thing about WJC is that it allows me to apply theoretical principles in real-world situations.					
13. The general intellectual inquiry that takes place here is a very important aspect of my education.					
14. If I graduate from WJC without a career direction, I will consider my education to have been worthless.					
15. The primary reason I came to WJC was because I thought it would help me focus my career interests.					
16. Unless I graduate with a wide spectrum of knowledge, my education at WJC will not have been successful.					

R's Name: ____________

I.D. #: ____________

Part 4

Learning Inventory

Instructions: Below is an inventory of knowledge, skills and qualities which may or may not be part of your college education. For each item please indicate: 1) how important it is for you to gain as part of your college education, and 2) how satisfied you are with your current level of achievement in the area.

Use the following sentence as an example when responding to the items below:

"Having breadth of knowledge in my chosen field is x important to me, and right now I am x satisfied/dissatisfied with my level of achievement in this area."

Importance					Satisfaction with Achievement			
Very	Somewhat	Not very	Not at all	Academic Areas	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
				1. Breadth of knowledge in my chosen field				
				2. Depth of knowledge in my chosen field				
				3. Breadth of knowledge in general areas such as the sciences, humanities and social sciences				
				4. Understanding value systems other than my own				
				5. Written communication skills				
				6. Public speaking skills				
				7. Skill in analyzing the components of a situation or problem				
				8. Ability to think critically about a situation				
				9. Ability to solve problems				
				10. Ability to plan a course of action to solve a problem				
				11. Quantitative skills				
				12. Effective learning skills				
				13. Awareness of my academic strengths				
				14. Awareness of my academic weaknesses				

R's Name: ____________

I.D. #: ____________

Learning Inventory

(continued)

Importance					Satisfaction with Achievement			
Very	Somewhat	Not very	Not at all	Work Areas	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
				15. Ability to organize members of a group to get a job done				
				16. Ability to consider various opinions or alternatives and to decide on a course of action				
				17. Ability to assess the needs of a situation and to set a goal accordingly				
				18. Development of a general philosophy of work				
				19. Knowledge about careers most suited for me				
				20. Ability to prepare a resumé which reflects my background, interests and desirability for a job				
				21. Skill in persuading a potential employer that I am a vital candidate				
				22. Knowledge of campus resources available to me in making career-related decisions				
				23. Specific vocational skills related to my career				
				24. Clarification of my career-related values and aspirations				
				25. Development of a code of professional ethics				
				26. Awareness of my professional strengths				
				27. Awareness of my professional weaknesses				

R's Name: ____________

I.D. #: ____________

Learning Inventory

(continued)

Importance					Satisfaction with Achievement			
Very	Somewhat	Not very	Not at all	Personal Areas	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
				28. Clarification of my personal values				
				29. Ability to interact effectively with other people				
				30. Awareness of my potential as a person				
				31. Understanding my personal strengths				
				32. Understanding my personal weaknesses				

If you have any additional comments about this evaluation or about your experience at WJC, please feel free to use the space below or on the back of this page.

WE THANK YOU VERY MUCH FOR YOUR PARTICIPATION!

APPENDIX D

TIME 2 STUDENT INTERVIEW

WJC STUDENT INTERVIEW - TIME 2

February 1979

ID# ____________________

DATE ____________________

Interviewer: ____________________ Interviewee: ____________________

First, we would like to know a little more about you and your involvement as a student in the college.

1. What is your age? ________ (2. Gender? M F)

3. What is your ethnic background?
   ___ Caucasian
   ___ Hispanic
   ___ Black
   ___ Native American
   ___ Asian
   ___ Other ____________________

4. How many credits toward graduation have you completed? ________

5. What is your concentration? ____________________

6. How long have you been a student at WJC? ____________________

7. How many hours (a) are you taking this term? ______
   (b) did you take last term? ________
   (c) did you take Spring term? ______

8. Is WJC the only school you have attended? ___ Yes ___ No

9. Do you expect to obtain a degree from WJC? ___ Yes ___ No

10. Please remember the time when you decided to enroll at WJC. What was it about WJC in particular that appealed to you?

11. How applicable to you is this statement? (HAND RESPONDENT CARD 1)

    I came to WJC because of its emphasis on career-oriented education.

    ___ Very ___ Somewhat ___ Not Very ___ Not at all

12. How clear were your career goals when you came to WJC? (SAME CARD)

___ Very ___ Somewhat ___ Not Very ___ Not at all

13. How clear are your career goals now? (SAME CARD)

___ Very ___ Somewhat ___ Not Very ___ Not at all

14a. To what extent has being a student at William James helped to clarify your career plans? (HAND RESPONDENT CARD 2)

___ A great deal ___ Some ___ Not much ___ Not at all

14b. Why do you say that?

15. How involved are you in extracurricular student activities at WJC? (HAND RESPONDENT CARD 1)

___ Very ___ Somewhat ___ Not very ___ Not at all

16. What are you planning to do after graduation?

___ Work

___ Graduate school

___ Work and graduate school

___ Don't know

17. We are interested in how different students define their educational experiences at WJC. Briefly, what does career education at William James mean to you?

Briefly, what does liberal arts education at William James mean to you?

18. How effectively does the career education offered at WJC meet your needs? (HAND RESPONDENT CARD 1)

___ Very ___ Somewhat ___ Not very ___ Not at all

19. How satisfied are you with the mix of liberal arts and career education at WJC? (SAME CARD)

___ Very ___ Somewhat ___ Not very ___ Not at all

20. What three aspects of WJC's educational program are particularly useful in helping you prepare for a career?

1.

2.

3.

21. What three improvements would you particularly like to see to make your educational experience here more useful?

1.

2.

3.

Now we have a few questions related to the Office of Education contract.

The OE contract was awarded to strengthen WJC as a model institution for infusing career education into a liberal arts context.

22. Why is a liberal arts education important to you?

23. How clear to you now are the goals of the OE contract? (HAND RESPONDENT CARD 1)

___ Very ___ Somewhat ___ Not very ___ Not at all
(Go to Question 24) (Skip Question 24 and go to Question 25)

24. (If Respondent said "Very" or "Somewhat" to question 23)
How important are the contract's goals for your education at WJC?

___ Very ___ Somewhat ___ Not very ___ Not at all

25. During the past year, what would you say the three major changes at WJC have been?

1.

2.

3.

26. Let's take each change that you mentioned. Do you think this change is a result of the OE contract?

1. ___ Yes ___ No ___ Not sure/don't know

2. ___ Yes ___ No ___ Not sure/don't know

3. ___ Yes ___ No ___ Not sure/don't know

27. Now we have just a few more general questions.
What would you say are the three most important qualities someone must have to be "prepared for a career"?

To be prepared for a career, it is most important for me to ...

1.

2.

3.

28. In general, how satisfied are you with your education at WJC? (HAND RESPONDENT CARD 3)

___ Extremely ___ Very ___ Somewhat ___ Not very ___ Not at all

29. Twenty years from now, what would you like to say your education at WJC gave you?

Now, we would like to get more opinions of WJC as a college and how your education is going. To do this, I would like to give you two series of questions to complete on your own. This should take about 10 minutes. We would prefer it if you can do this now and return the forms to me. Is that convenient for you to do now? (If no, give respondent return envelope.)

Please read the instructions carefully. Feel free to ask me if you have any questions about how to complete the inventories. When you have finished, please return it to me.

Thank you very much for participating.

R's Name: ____________

I. D. #: ____________

Part 2

Needs Assessment Inventory

Instructions: Below is a list of personal statements related to different aspects of college life -- student life, advising, faculty and curriculum. Using the scale at the right, please check how strongly you agree or disagree according to your own experience or attitudes.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Student Life:					
1. As a student I feel I have the opportunity to participate in policy-making at WJC.					
2. Because WJC offers a unique educational experience, getting a degree from here will be an important accomplishment in my life.					
3. The internship program is the most important experience WJC offers.					
4. As a student, I feel I don't really have any power to change things here.					
5. I feel that I have the necessary faculty support to get the education I want at WJC.					
6. I feel a sense of solidarity with most of the students here at WJC.					
7. I wish there were more student-focused social events at WJC.					
8. Even if WJC sponsored more informal student gatherings, I would not have the time to attend.					
9. I think it is too easy to pass a course at WJC.					
10. Admission requirements at WJC should be set higher so only very intelligent students are accepted.					
11. The administration does not do enough to communicate to students what policy decisions are being made.					
12. Only students who want to take responsibility for their own education should be accepted at WJC.					
13. I support the college's setting minimum standards of verbal and mathematical competence for graduation.					

R's Name: ____________

I. D. #: ____________

Part 2 (cont.)	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Advising: 1. My advisor has a good sense of what my own curricular focus is.					
2. Whenever I set up appointments with my advisor, he/she is always punctual.					
3. My advisor is well-informed about academic offerings at WJC that are relevant for me.					
4. My advisor suggests services on campus that can help me in my career development.					
5. If my advisor doesn't know the answer to one of my questions, he/she advises me where to go on campus to get the answer.					
6. My faculty advisor doesn't seem to be very clear about what his/her advising responsibilities are.					
7. My faculty advisor doesn't seem to have time for meetings with me as an advisee.					
8. When I was a new student at WJC, my advisor gave me helpful guidance in deciding what courses I should take.					
9. I am very interested in changing advisors.					
Faculty: 1. One important aspect of my experience at WJC is the individual attention that I receive from faculty teaching my courses.					
2. Most teachers I have had at WJC have explored alternative ways of viewing accepted traditions in their classes.					
3. Faculty seem too busy with committee meetings and other administrative matters to have enough time for students.					
4. I have perceived a lot of solidarity between many students and faculty at WJC.					
5. Faculty here are hard-working and dedicated to their work.					

R's Name:

I.D. #:

Part 2 (cont.)	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Curriculum:					
1. I find my classes oftentimes to be too superficial in discussing major topics.					
2. I wish there were more advanced level courses or seminars in my own program area than there are.					
3. My program offers courses which are well integrated and complementary to each other.					
4. I find the curriculum to be primarily career focused.					
5. There is sufficient flexibility in the curriculum to drop an out-of-date course and replace it with one that is more timely.					
6. WJC provides a good interdisciplinary approach to liberal arts learning.					
7. The student does not have very much say about what goes on in the classroom.					
8. What's great about WJC is that I have a lot of personal freedom to develop my own learning program.					
9. I find the curriculum to be primarily liberal arts focused.					
10. To make attending WJC a meaningful experience, it is very important for me to know just what career I want after graduation.					
11. WJC allows me to integrate as much career-oriented education with liberal arts learning as I want to.					
12. The good thing about WJC is that it allows me to apply theoretical principles in real-world situations.					
13. The general intellectual inquiry that takes place here is a very important aspect of my education.					
14. If I graduate from WJC without a career direction, I will consider my education to have been worthless.					
15. The primary reason I came to WJC was because I thought it would help me focus my career interests.					
16. Unless I graduate with a wide spectrum of knowledge, my education at WJC will not have been successful.					

R's Name

I.D. #

Part 3

Learning Inventory

Instructions: Below is an inventory of knowledge, skills and qualities which may or may not be part of your college education. For each item please indicate (1) how important it is for you to gain as part of your college education, and (2) how satisfied you are with your current level of achievement in the area.

Use the following sentence as an example when responding to the items below:

Having breadth of knowledge in my chosen field is _x_ important to me, and right now I am _x_ satisfied/dissatisfied with my level of achievement in this area.

Importance					Satisfaction with Achievement			
Very	Somewhat	Not very	Not at all	Academic Areas	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
				1. Breadth of knowledge in my chosen field				
				2. Depth of knowledge in my chosen field				
				3. Breadth of knowledge in general areas such as the sciences, humanities and social sciences				
				4. Understanding value systems other than my own				
				5. Written communication skills				
				6. Public speaking skills				
				7. Skill in analyzing the components of a situation or problem				
				8. Ability to think critically about a situation				
				9. Ability to solve problems				
				10. Ability to plan a course of action to solve a problem				
				11. Quantitative skills				
				12. Effective learning skills				
				13. Awareness of my academic strengths				
				14. Awareness of my academic weaknesses				

R's Name:
I.D. #:

Learning Inventory

(continued)

Importance					Satisfaction With Achievement			
Very	Somewhat	Not very	Not at all	Work Areas	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
				15. Ability to organize members of a group to get a job done				
				16. Ability to consider various opinions or alternatives and to decide on a course of action				
				17. Ability to assess the needs of a situation and to set a goal accordingly				
				18. Development of a general philosophy of work				
				19. Knowledge about careers most suited for me				
				20. Ability to prepare a resumé which reflects my background, interests and desirability for a job				
				21. Skill in persuading a potential employer that I am a vital candidate				
				22. Knowledge of campus resources available to me in making career-related decisions				
				23. Specific vocational skills related to my career				
				24. Clarification of my career-related values and aspirations				
				25. Development of a code of professional ethics				
				26. Awareness of my professional strengths				
				27. Awareness of my professional weaknesses				

R's Name: ____________

I.D. #: ____________

Learning Inventory

(continued)

Importance					Satisfaction with Achievement			
Very	Somewhat	Not very	Not at all	Personal Areas	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
				28. Clarification of my personal values				
				29. Ability to interact effectively with other people				
				30. Awareness of my potential as a person				
				31. Understanding my personal strengths				
				32. Understanding my personal weaknesses				

If you have any additional comments about this evaluation or about your experience at WJC, please feel free to use the space below or on the back of this page.

WE THANK YOU **VERY MUCH** FOR YOUR PARTICIPATION!